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ABSTRACT

This educational kit focuses on the safe education of lesbian, gay, bisexual, and transgender (LGBT) students. It includes four sections that examine: (1) "Introduction" (e.g., why it is important to address homophobia in sport, educator responsibilities, and who this educational kit is for); (2) "The Core Program: Video and Discussion" (discussion leader preparation, introducing the video, discussion guidelines, discussing the video, discussion questions, handouts following the video and discussion, and evaluation tools); (3) "Additional Information and Handouts" (e.g., laws, policies, and procedures; terms and definitions; case studies; frequently asked questions about LGBT people in sport; guides to handling anti-gay harassment for administrators, educators, families, and students; a guide to handling student harassment at the time that it occurs; and assessing the athletic climate); and (4) "Resources" (books, videos, Web-based resources and organizations, hotlines, and trainers and consultants). (SM)

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IT TAKES A TEAM!

MAKING SPORTS SAFE FOR LESBIAN, GAY, BISEXUAL, AND TRANSGENDER ATHLETES AND COACHES

An Education Kit For Athletes, Coaches, and Athletic Directors

Written by
Pat Griffin, Jeff Perrotti, Laurie Priest, Mike Muska

Edited by
Donna Lopiano, Marjorie Snyder, Lisa D. Thompson

Foreword by
Billie Jean King

A publication of the
Project to Eliminate Homophobia in Sport

Collaborating Organizations

Astraea
Gay, Lesbian and Straight Education Network (GLSEN)
Ms. Foundation
National Center for Lesbian Rights
National Collegiate Athletic Association
Uncommon Legacy Foundation
Women's Sports Foundation

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IT TAKES A TEAM!

MAKING SPORTS SAFE
FOR LESBIAN, GAY, BISEXUAL, AND TRANSGENDER ATHLETES

TABLE OF CONTENTS

	Page
Table of Contents	i
Acknowledgments	iii
Foreword by Billie Jean King	v
I. INTRODUCTION	
Why It Is Important to Address Homophobia in Sport	1
Responsibilities of Educators	1
Benefits of Addressing Homophobia in Sport	2
Who This Educational Kit Is For	3
Kit Contents	3
II. THE CORE PROGRAM: VIDEO AND DISCUSSION	
Discussion Leader Preparation	5
Introducing the Video	6
Discussion Guidelines	7
Discussing the Video	7
Discussion Questions	
General Questions for All Audiences	
• General Questions about the Video	10
• General Questions about LGBT Issues in Athletics	12
• General Questions about Your School	15
Audience Specific Action Questions	
• Action Questions for Athletes	18
• Action Questions for Coaches	20
• Action Questions for Athletic Directors	21
• Action Questions for Parents	23
Handouts Following the Video and Discussion	
• Participant Reactions to the Video and Discussion	25
• Action Guide for Athletes	26
• Action Guide for Coaches	27
• Action Guide for Athletic Directors	28
• Action Guide for Parents	30

Evaluation Tools
- Post-Program Survey for Coaches/Administrators 31

III. ADDITIONAL INFORMATION AND HANDOUTS

Laws, Policies, and Procedures 33
Terms and Definitions: Sexual Orientation and Gender Identity 40
Frequently Asked Questions about LGBT People in Sport 43
The Safe Zone Program 47
Case Studies 48
An Administrator's Guide to Handling Anti-Gay Harassment 63
An Educator's Guide to Intervening in Anti-Gay Harassment 66
A Family's Guide to Handling Anti-Gay Harassment 69
A Student's Guide to Surviving Anti-Gay Harassment and Physical or Sexual Assault 72
Rights of Lesbian, Gay, Bisexual, and Transgender Athletes 73
Students: What to Do If You See a Student Being Harassed 74
Staff: How to Handle Harassment in the Hallways in 3 Minutes 75
Assessing the Athletic Climate for LGBT Athletes and Coaches 76

IV. RESOURCES

Books 79
Videos 81
Web Based Resources and Organizations 82
Hotlines 84
Trainers and Consultants 85

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The video used in this kit would not have happened without the enthusiastic cooperation of the subjects depicted: athletes Jaime L. Bailey, Dan Bozzuto, Mike Crosby, Andy Holder, Corey Johnson, Nicole LaViolette, Susan Mullaney, Lauren Perrotti, and Lauren Ruffin. We also want to thank Corey Johnson's teammates Joe Bavaro, Thomas Bennett, Chris Romero, and Jim Whalen; his coach, Mike Cerullo; and his mother, Ann Richardson. Thanks also to Judy Bourell Miller and Bob Miller. We thank them all for sharing their experiences.

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The poster concept was conceived by Writing Committee members: Pat Griffin, Jeff Perrotti and Laurie Priest inspired by the artwork of Rob Ranney and Kathy Neal with the creative input of Ellen Landis. The poster creation was shepherded by Marj Snyder with the poster art created and contributed by Emily Oinen and poster design by Deana A.G. Monahan.

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Last but not least, we applaud the organizations represented by the Steering Committee, whose funding and commitment to diversity in education are providing the leadership that will make athletics a safer place for all student-athletes.

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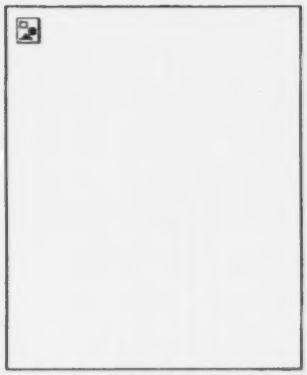
FOREWORD



We all know, deep down, that successful teams are most often those who are dominated by coaches and athletes who understand the relationship of respect to the realization of our abilities. When coaches are respected, players learn. When players are respected, they learn, improve, and flourish. The bottom line for those who deliver this educational program is the creation of educational environments in which respect is the dominant value.

The locker rooms and playing fields of sport are laboratories in which we develop and practice values. Every practice and every game presents the opportunity to make ethical choices, from the adherence to the letter and spirit of rules to the way we treat teammates and opponents. By including sport as an important extracurricular activity in our educational institutions, we acknowledge the important possibilities of its use as a value laboratory.

What we love most about being coaches is when we use this environment to give young people the gifts of confidence and self-esteem and see our teams win and lose gracefully and with integrity. There is nothing like the feeling of being challenged by the finest opponent under the stress of competition and leading young people to play and act better than they ever have before – to see them leave the playing feel, win or lose, knowing they were really good! This is why we are in our profession. This is what gives me goose bumps!

We are all different, from the color of our skins to the pitch of our voices, from our religions and ethnicities to our sexual orientations and the sizes, shapes, and abilities of our bodies. We deserve to be judged by the things that really count – honesty, integrity, the effort we put forth in practice and during the game, the way we treat others, and how we help those who are not as fortunate. As educators, we understand the importance of celebrating such diversity and giving our best effort to every student, without bias.

Too often sport has not come under the standard of scrutiny applied to attitudes and behavior in the classroom. How frequently does the locker room ring with misogyny or homophobia; statements like "You are playing like a bunch of girls" or "They're all dykes"? How many times have players and coaches been heard saying, "Get that faggot" or "There are no lesbians permitted on this team." How many good young people have been hurt by being forced to deny who they are because of the prejudice and discrimination of others. If these words and behaviors continue, we will have generations of coaches and athletes who perpetuate prejudice and disrespect.

The relevance of seeking equality and fair treatment of all persons as a basic right in sport and other parts of their lives is both real and deliberate for all the organizations and individuals who use this education kit. I applaud your commitment to diversity, inclusiveness, and creating more safe and rewarding environments for our student-athletes, coaches, and administrators.

I am particularly grateful to those who worked on this project and the individuals, foundations, and organizations whose financial gifts made it possible. You are to be commended for your leadership.

– Billie Jean King

BILLIE JEAN KING

Billie Jean King was named one of the 20th century's "100 Most Important Americans" by Life magazine in 1990. She founded the Women's Sports Foundation in 1974 and is the chair of the Foundation's Board of Trustees.

During her playing career, she won 71 singles and 21 doubles titles, including a record 20 Wimbledon titles. She remains one of the most illustrious players in tennis history. She achieved the world's highest ranking five times between 1966 and 1972 and held a place in the top 10 for a total of 17 years. In 1973, she defeated Bobby Riggs in straight sets to win the landmark "Battle of the Sexes" match. Retired from the sport in 1983, King remains one of only eight players to have won a singles title in each of the four Grand Slam tournaments.

In 2002, she was awarded the International Olympic Committee's highest women's sports honor, the International Olympic Committee Women and Sport Trophy. In 1999, King received the Arthur Ashe Award for Courage in recognition of her work for social change and also became the first woman to be given the NFL Players Association Lifetime Achievement Award. In 1998, she was the first athlete to be awarded with the Elizabeth Blackwell Award. In 1997, she received the Women's Sports Foundation's Flo Hyman Award. She was honored with the March of Dimes Lifetime Achievement Award for her commitment to helping others in 1994. She was inducted into the National Women's Hall of Fame (1990), the International Tennis Hall of Fame (1987) and the International Women's Sports Hall of Fame (1980). She was the first woman to be named Sports Illustrated Sportsperson of the Year in 1972.

King coached the Olympic gold medal-winning 1996 and 2000 U.S. women's tennis teams and captained the U.S. Federation Cup team from 1995 to 1996 and from 1998 to 2000, leading the United States to the title in 1999. She co-founded WORLD TEAMTENNIS and Women's Sports Legends. King also has worked extensively as a commentator on ABC, CBS, CTV, HBO, and NBC. A founder of the Women's Tennis Association in 1973, King was its first president from 1973 to 1975, and again from 1980 to 1981.

In order to promote equality of life and opportunity for all, she set up the Billie Jean King Foundation in 1998 and remains on its board of trustees. She lends charitable support to the fight against AIDS, acting as a director of both the Elton John AIDS Foundation and the National AIDS Fund.

INTRODUCTION

Why It Is Important to Address Homophobia in Sport

Homophobia affects all males and females regardless of their sexual orientations or gender identities. Fear and lack of understanding about different sexual orientations and gender identities lead to harassment, discomfort, isolation, and violence. These behaviors and feelings create unsafe environments that hinder learning, damage friendships, and hurt teams as well as individual athletes and coaches. For example: The male locker room has often been criticized as a place where sexist and homophobic behavior is commonplace, girls and women in sport are often called "lesbian" in an attempt to discredit and discourage their athleticism, and lesbian, gay, bisexual, and transgender (LGBT) athletes and coaches are the targets of harassment and discrimination. This educational kit is based on the belief that all athletes and coaches have the right to expect:

- **Safety** from physical or verbal harassment or violence
- **Fair Treatment** in all aspects of programming
- **Equal Access** to all aspects of programming
- **Support** for developing positive self-esteem and acceptance of others
- **Education** about social diversity, prejudice, and discrimination

Responsibilities of Educators

a. **Safe Learning Environment.** All schools and sport organizations include lesbian, gay, and bisexual (LGBT) students, staff, and parents even if they have not made themselves known to the school or community. Educational institutions, athletic departments, and sport organizations have a responsibility to make their programs safe for all athletes and coaches, including LGBT athletes and coaches.

b. **Respect for Difference.** Coaches are important role models in athletes' lives. Coaches are responsible for and have opportunities to teach more than athletic skills and strategies. They are also responsible for and have opportunities to set examples of respect for differences.

c. **Legal Liability.** More LGBT athletes and coaches are successfully using legal resources to address discrimination and harassment when administrators and coaches fail to address these issues. Educators have a responsibility to make sure their actions and words do not put themselves or their educational institutions in a position of legal liability.

d. **Community Leadership.** Student-athletes and coaches are highly visible community members who can influence how safe and welcoming schools and sport organizations are to students and student-athletes who feel marginalized.

e. **Removing Fear and Ignorance.** All athletes have LGBT teachers, coaches, teammates, friends, or family members in their lives and LGBT people are increasingly visible. Young people need an opportunity to develop attitudes and beliefs based on respect for differences rather than fear or ignorance.

Benefits of Addressing Homophobia in Sport

a. **Improve Team and Coach Performance.** Interpersonal tensions among teammates related to homophobia and acts of discrimination or harassment directed at LGBT people in athletics often have a negative effect on team performance as well as team unity. LGBT athletes and coaches perform best when they are treated with respect and accepted for who they are.

b. **Decrease Suicide Rates.** A 1989 U.S. Department of Health and Human Services study reported that up to 30% of suicides among young people are lesbian and gay youth who are so isolated and depressed in the face of societal and peer condemnation that they kill themselves. College and high school coaches and sport organizations are working with this age group and have an opportunity to reduce such incidences.

c. **Decrease the Incidence of Hate Crimes and Harassment.** Statistics show that high school aged young men, often acting in groups, commit hate crimes and harassment directed at many minority groups, including lesbian and gay people.

d. **Challenge Destructive Stereotypes.** When LGBT coaches or athletes do not feel safe enough to disclose their identities, other athletes and coaches, in the absence of accurate information, believe that destructive stereotypes of LGBT people are true.

e. **Reduce Fear, Ignorance, and Discrimination.** Naming LGBT athletes and coaches as "the problem," rather than homophobia, perpetuates ignorance, fear, and discrimination.

f. **Create Safe Environments.** In a hostile athletic environment, LGBT athletes learn to feel shame and self-hatred and hide their identities at great psychological cost. Creating safe environment improves the psychological well-being of LGBT and heterosexual athletes.

g. **Improve Team Chemistry and Learning Environment.** When homophobia is not addressed, heterosexual young people are defensive and fearful because their prejudices about LGBT people are unchallenged. Homophobia encourages athletes to fear association with gay, lesbian, bisexual, transgender teammates or coaches. Reducing defensiveness and fear improves team chemistry and relationships and improves the teaching environment.

h. **Remove Athletic Participation Barrier.** Many heterosexual young people are afraid of being perceived as LGBT. As a result, they may restrict extracurricular interests, career choices, and friendships. Many women do not choose to participate in sport because they fear being called lesbians. Removing this barrier to participation increases the likelihood of more students being involved in sport.

i. **Redefine Masculinity.** Homophobia encourages men and boys to deny feelings and interests inconsistent with traditional conceptions of masculinity. Rigid conformity to masculine stereotypes may be harmful to their full psychological and social development.

j. **Make Sport a Safe Place for Future Generations.** Unless coaches and athletic directors take action against homophobia, the next generation of young coaches and athletes will inherit the same prejudices of previous generations of coaches and athletes.

Who This Educational Kit Is For

This educational kit includes a variety of resources for anyone interested in making athletics safe for everyone, including LGBT athletes and coaches. We hope that coaches, administrators, teachers, athletes, parents, or others who care about fairness and safety in sport will find this educational kit helpful in raising awareness and taking actions to make athletics safe for all. This educational kit can be used in a variety of settings with different groups:

- At regional or national professional conferences or meetings with coaches and administrators or other athletic staff
- As part of a new school year orientation program for new coaches, athletes, or parents
- As part of athlete educational programming
- As part of administrator staff development programming in school districts and other educational institutions
- As part of coaching staff development programs
- As a part of diversity training for use in athletic team meetings
- At a diversity training for parent-teacher/coach meetings
- As part of coach or administrator education program or class
- As part of sport studies curricula addressing social issues in sport

Ideally, every athletic department should have an educational kit for use by athletic directors during staff orientation or other professional development programs for coaches or for use by coaches in programs they lead with athletes.

Kit Contents

Video — It Takes A Team! Making Sports Safe for Lesbian and Gay Athletes

Discussion Guides — Discussion guides are provided with questions for leaders to use to lead discussions about the video with four groups critical to shaping the athletics environment: (1) athletic directors and educational administrators, (2) coaches, (3) athletes, and (4) parents. The kit contains information the discussion leader can use to deliver an initial video session as well as follow-up meetings to address questions not addressed in the first session.

Reproducible Handouts — Selected resources appropriate as handouts to supplement or prepare audiences for the video program. NOTE: Permission has been obtained from all copyright holders for kit users to reproduce and distribute these materials in keeping with the purpose of this program.

Resources — A list of resources on addressing LGBT issues in sport, including a Web site where all of the materials in this kit except the video and poster are available at no cost.

Posters	Four copies of a poster that can be displayed in locker rooms, offices, classrooms, or hallways. The poster is printed on the front and back so that both sides can be read when posted on glass walls or windows. If these surfaces are not available, multiple copies are provided so that both sides can be displayed
"Safe Space" Stickers	A "LGBT Safe Space" sticker is included in the kit with instructions for ordering more. This is a nationally recognized program described in Section Three of this kit (see Table of Contents). Additional stickers may be obtained from: Donnelly and Colt. P.O. Box 188, 202 Station Road, Hampton, CT, 06247-0188, 860-455-9621.
Kit Evaluation	Your evaluation of this educational resource would be greatly appreciated. Please fill out the "It Takes A Team! Post-Program Survey for Coaches/Administrators" and return it in the business reply envelope provided.

THE CORE PROGRAM: VIDEO AND DISCUSSION

Discussion Leader Preparation

Preview the Video. The gay or lesbian athletes and their teammates and coaches in this video describe some of their experiences. The video describes some of the challenges that gay, lesbian, bisexual, and transgender athletes and coaches encounter and shows how it takes a team to make sure that all coaches and athletes are safe and respected. Preview the video before showing it or leading a discussion about the video.

Read Basic Materials. Discussion leaders can prepare themselves in a number of ways. We recommend reading through the following material in this kit:

- Terms and Definitions Related to Sexual Orientation and Gender Identity
- Frequently Asked Questions and Responses
- The Action Guides for Athletes, Coaches, Athletic Directors, and Parents
- The LGBT Issues in Athletics Case Studies

Examine Resources. Examining some of the print, video, and Web-based resources listed in the kit is also excellent preparation for discussion leaders. This basic preparation will provide discussion leaders with more information about this topic, but it is not necessary to be an "expert" on LGBT issues to be an effective discussion leader. Other important leadership qualities that will ensure a good discussion are a commitment to making sports safe for all athletes, effective communication skills, and rapport with the group. The discussion leader's role is to provide an opportunity for participants to explore this topic in a productive and educational manner.

Obtain Required Permissions. If necessary, secure all permissions to show the video. For example in many schools, administrative and/or parental approval is required for showing educational videos to students or athletes. When advertising the video as part of an open community event, use the title of the video and prepare potential participants for a discussion of LGBT issues in sport. For classes and teams or other "closed" events, explain what the video is about and why the group will be viewing and discussing it.

Prepare Audiences. Preparing the audience for viewing and discussing the video is important to ensure the most effective use of this educational tool. As part of preparing participants for the video and discussion, invite them to think about the topic ahead of time. For example, ask them to:

- Name famous LGBT athletes they know of
- Indicate if they have ever had a LGBT teammate or coach (without violating anyone's confidentiality).
- Indicate if they have heard anti-gay name-calling in the locker room or in competitions
- Think about how they feel about having an LGBT teammate or coach
- Think about what it would be like to be an LGBT person on an athletic team
- Think about the differences and similarities in reactions to gay male or lesbian athletes

Introducing the Video

The discussion leader should introduce the video in the following or a similar manner:

> ***Example (for student and parent audiences):***
> "We are about to view a video, *It Takes A Team! Making Sports Safe for Lesbian and Gay Athletes.* This video focuses on gay or lesbian athletes and their teammates and coaches. It will show us some of the challenges that gay, lesbian, bisexual, and transgender athletes and coaches encounter and describe how it takes a team to make sure that all coaches and athletes are safe and respected. After the video, we will have an opportunity to talk about the video and how we can make sure that our school's teams are safe for all athletes and coaches.
>
> ***Example (for athletic administrator and coach audiences):***
> Today we are going to learn more about homophobia or fear of homosexuality in sport settings and what we can do to address this issue. We will start with a short video, and then spend some time discussing the video. I also have materials to give you for your own information or for use in coach, student, and parent educational programs at your institutions.

If participants express discomfort about or resistance to viewing and discussing the video, invite them to explore what it is about the topic that makes them feel this way. Acknowledge that many people experience discomfort when asked to think about LGBT issues. Part of the reason for viewing the video is to provide an opportunity to discuss fears or concerns and to identify ways that everyone can work to make sure all people in athletics are treated with dignity and respect.

If participants express personal or religious beliefs about sexuality or gender that preclude the acceptance of LGBT people, remind them that the purpose of the educational kit is not necessarily to change their beliefs. The purpose of the video is to help participants to understand the importance of creating an athletic climate in which everyone, regardless of identity or belief, is safe and treated fairly.

Depending on the group, discussion leaders might also find it helpful to use some of the following additional comments as part of an introduction to the video.

- All schools and sport organizations include lesbian, gay, and bisexual (LGBT) students, staff, and parents even if they have not made themselves known to the school or organizational community.

- Coaches, athletic departments, and sport organizations have a responsibility to make their programs safe for all athletes and coaches, including LGBT athletes and coaches.

- A 1989 U.S. Department of Health and Human Services study reported that up to 30% of suicides among young people are lesbian and gay youth who are so isolated and depressed in the face of societal and peer condemnation that they kill themselves. College and high school coaches and sport organizations are working with this age group. Some of these young people may be our teammates.

- Research shows that hate crimes and harassment directed at many minority groups including lesbian and gay people are often committed by high school and college aged young men, often acting in groups. Coaches can provide leadership to stop this violent behavior.

- We have a responsibility to our students, their parents, and our communities to create a safe and respectful environment where all students are free from harassment and discrimination.

Discussion Guidelines

We strongly recommend that leaders identify discussion guidelines (and posted them for all to see, if possible) before the discussion. The purpose of these guidelines is to encourage respect for all participants and to ensure that everyone can participate in the discussion. After identifying the guidelines, ask participants if they can agree to the guidelines.

Some suggested guidelines include:

- Listen for understanding
- Make sure everyone has a chance to talk
- Listening, but not talking is okay
- Respect others' contributions to the discussion
- Speak for yourself. Use "I" statements
- Ask questions
- Honor confidentiality

-- SHOW VIDEO --

Discussing the Video

The "Free Write." We recommend allowing at least 30-45 minutes for discussion and more time is better. Sometimes it is helpful to ask participants to do a "free write" of their initial reactions to the video for 1-2 minutes immediately following the video before discussing it (make sure paper and pencils are available). Participants also can talk about some of their initial reactions to the video in pairs before discussion with the whole group. One way to begin the discussion is to go around the room and invite each participant to share one thought or one question in response to the video. Each person should limit his or her comment to one or two sentences (you will need to monitor this). Make sure everyone understands that they can "pass" if they choose to and can speak later or nor at all.

Leaders can use general prompts in the initial free write or pair discussion:

- What part of the video stands out for you?
- What questions do you have about any part of the video?
- What person in the video could you most identify with?
- What part of the video was most uncomfortable to watch?

Choosing Discussion Questions. Addressing issues of fairness, safety, discrimination, or harassment in a comprehensive manner requires an on-going commitment to education and discussion. This video and discussion session is an introduction to this topic. Showing the video and discussing it with a group of athletes, coaches, athletic directors, or parents encourages further discussion and signals to all participants the importance of attention to this topic. The

discussion question guide accompanying the video includes general reaction questions and questions about the participants' perceptions of LGBT issues in athletics in their school. In addition, specific questions for athletes, coaches, athletic directors, and parent audiences are also included.

The **bold** questions are the ones we recommend including in your initial video discussion. Following each question are suggested comments or points to make if participants do not raise them in the discussion. If disagreements arise, these points can be helpful information to invite participants to think about the question from different perspectives. Discussions are most productive when participants receive new perspectives that challenge prejudice or fear based on stereotypes or misinformation. Discussions are least effective when participants merely air prejudiced beliefs without an opportunity to think about the discussion from different perspectives or think about new information.

Discussion leaders should review the suggested discussion questions before showing the video and choose questions they believe are most appropriate for their group. Leaders should also decide on how many questions to use based on the time available for discussing the video.

Because this short introductory video focuses on a small number of gay and lesbian athletes, it does not directly address some issues. For example, all of the athletes in the video are white or black and identify as either gay or lesbian. Bisexual or transgender athletes or other lesbian and gay athletes of color face additional challenges and their experiences are not represented in the video. We strongly encourage discussion leaders to choose some questions that address these issues so that participants have the opportunity to understand some of the diversity in lesbian, gay, bisexual, and transgender experience. This purpose may be accomplished by asking questions such as:

- What specific challenges might face gay male athletes of color?
- What specific challenges might face bisexual or transgender athletes?

"Transgender," a new word for many people, is the self-chosen term of many people who do not conform in dress, appearance, or identity to traditional gender expectations. For example, females who do not have a "feminine" appearance or identity or males who do not have a "masculine" appearance or identity sometimes identify themselves as transgender. Transgender people are not necessarily lesbian, gay, or bisexual, but people often assume that their non-conforming gender expression indicates that they are.

Overall Points to Make in the Discussion of the Video

- All team members and coaches deserve to be safe and treated with respect and fairness.
- Making athletics safe for LGBT athletes and coaches is up to the whole team.
- Making athletics safe for all is good for the whole team.
- Team captains, coaches, and others in leadership positions play an important role in making a team safe and fair for LGBT team members and coaches.

Commitment to Subsequent Discussions. It may be difficult to accomplish closure on many questions. Participants should be assured that there will be opportunities to continue the discussion, among themselves or in subsequent meetings. We recommend that subsequent shorter discussions be devoted to addressing questions for which there was no time during the initial session. We recommend that participants revisit the topic regularly to increase the comfort level of students, parents, and staff and to emphasize the importance of creating safe

educational environments in athletics settings. Taking advantage of "teachable moments" traveling to a game, in the coffee room, or after practice can provide opportunities to extend the discussions initiated in this session. Setting aside 15 minutes to discuss a question once a week or once a month could also be effective.

Ideas for conducting supplemental sessions:

For coaches and athletic administrators:
- During regular staff meetings
- In-service programs

For athletes:
- Rainy days or days in which the practice facility is unavailable
- During team meetings before or after practice sessions
- As part of a retreat/social program that also incorporates education or team-building exercises

For parents:
- At PTA meetings
- As part of a regular newsletter or e-newsletter to parents that contains interesting information on various topics

Evaluation, It Takes a Team! Participant Reactions to the Video and Discussion. Participants need to "check in" with themselves on how they feel about the presentation and the topic. An evaluation form is provided for this purpose. The form should only be used if there is enough discussion time allotted. Otherwise, if the presentation is restricted to a short time period, this should be a take-home activity.

Handouts. In general, "handouts" should not be distributed until the close of the session. At the very least, the "Action Guide" for your specific audience (administrators, coaches, students, or parents) should be distributed at the end of the initial video discussion session. Other handouts are provided for you to consider (see Section III). They may also be distributed at the end of the introductory session or used for subsequent discussions.

Discussion Questions

Questions for All Audiences

General Questions About the Video

1. **What are your overall reactions to the video?**
   - Remind participants of the discussion guidelines.
   - Encourage as many participants to talk as you can.
   - Limit your participation and encourage others to speak.

2. **What are some of the ways being a lesbian or gay male affected the athletes in the video?**
   - Point out that some of the athletes were closeted out of fear of negative or disrespectful treatment rather than discomfort with being gay or lesbian.
   - Note how the reactions of teammates and coaches played a role in how the athletes in the video felt.

3. **How did the lesbian athletes of color in the video describe how race affected their experiences?**
   - Point out that racism is a primary issue for many people of color; and sexual orientation a secondary one – both must be addressed in order for them to feel safe and honest.
   - Point out that racism precludes many lesbians and gay men of color from finding a safe place within the primarily white gay or lesbian community.
   - Point out that homophobia among straight people of color often makes it difficult for lesbians and gay men of color to find support among teammates.
   - Point out that youth of color reported higher incidence of verbal harassment, physical harassment and physical assaults because of their race or ethnicity than white youth.
     - 54.3% of youth of color report having been verbally harassed in school in the past year compared with 18.4% of white youth.
     - 10.8% of youth of color report having been physically assaulted in school in the past year compared with 2.4% of white youth.
     - 22.3% of youth of color report having been physically harassed in school in the past year compared with 7.6% of white youth.[1]

4. **Think about the coaches and teammates of the lesbian or gay athletes in the video. What were your reactions to how they responded to having gay or lesbian members of their teams?**
   - Note that some reactions were positive and some were negative.
   - The leadership of the coach appears to be crucial; especially in influencing athletes' reactions to having a LGBT teammate.

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[1] Joseph G. Kosciw, The GLSEN 2001 National School Climate Survey: The School Related Experiences of Our Nation's Lesbian, Gay, Bisexual and Transgendered Youth. Office for Public Policy of the Gay, Lesbian and Straight Education Network, 2001, p. 19.

5. **What would it have been like for you to be a teammate (or coach) of one of the athletes in the video?**
   - Remind participants of the discussion guidelines.
   - If participants are reluctant to talk, ask them to talk about what they think makes this topic so difficult to discuss.
   - Invite students to think about how fear and prejudice influences our attitudes about gay and lesbian people.

General Questions about LGBT Issues in Athletics

1. **What are some examples of anti-gay, lesbian, bisexual, or transgender discrimination in athletics?**
   - Name-calling
   - Less playing time
   - Using anti-gay terms as motivational speech
   - Negative recruiting

2. **How might fears about lesbian, gay, bisexual, or transgender people affect heterosexual athletes and coaches?**
   - Heterosexual athletes don't want to be seen as LGBT.
   - Stereotypes of gays limit heterosexuals' ability to appreciate their LGBT teammates or coaches.
   - Fears creates tension on teams and damages the learning environment.
   - Fears about sharing the locker room with LGBT teammates – see FAQs, which address this issue.
   - Peer pressure to participate in anti-gay activities or discussions to establish themselves as heterosexuals.

3. What specific sports do you think are more or less welcoming to lesbian, gay, bisexual, or transgender athletes and coaches? Why?
   - Which sport isn't the point…it's that some sports are considered more or less masculine or feminine and enforce more rigid standards of masculine and feminine behavior.
   - How are individual and team sports different and similar?

4. How might the sport experience be different or the same for gay male athletes and lesbian athletes?
   - Note how the lesbian label is used to try to make women feel that being athletic or muscular is "unfeminine."
   - Male team sport athletes are perceived to be more homophobic than other athletes are. Do you agree or disagree? Why?
   - Note the connection between assumptions about sexual orientation and rigid gender roles.
   - Coaches' leadership and education are critical in challenging sexism and homophobia in men's and women's sports.
   - In common: at a time in life when everyone is talking about dating and social activities, sharing dating struggles, LGBT athletes cannot talk about their relationships without fear; or are silent because they must lie to avoid discrimination.

5. **People who do not conform to traditional gender expectations (i.e., males who are slight or not athletic or females who are strong and muscular) are often discriminated against even if they are not bisexual, gay, or lesbian. How do you think this affects athletes and coaches?**
   - Some non-gender conforming students do not play sports or participate in certain sports because they fear being associated with gays or lesbians.
   - Pressure for boys to be ultra masculine or girls to be ultra feminine to avoid questions about sexual orientation
   - Pressure to express anti-gay attitudes to avoid being perceived as gay

- Students who do not conform to traditional gender stereotypes are often assumed to be gay and harassed for that.

6. Why do you think there are relatively few openly lesbian, gay, and bisexual athletes?
   - Few highly visible celebrity pros; because of fear of loss of corporate sponsorships
   - Limited legal protections; depending on state, school anti-discrimination policies and type of harassment
   - Coaches who discriminate against openly gay or lesbian athletes or insist that they remain closeted
   - In team sports there is often pressure from teammates and coaches to remain closeted.

7. What factors do you think could complicate the decision of lesbian, gay, bisexual, or transgender athletes and coaches of color about whether or not to come out to their team?
   - Level of racism on the team; this is the primary factor for LGBT of color
   - Dealing with racism is hard enough, concern about inviting more discrimination by coming out makes life even more difficult.
   - Concern about being ostracized by other athletes of color
   - Assumptions of lack of academic ability based on racial stereotypes

8. **What are the benefits of having openly lesbian, gay, bisexual, and transgender athletes/coaches?**
   - Team commitment and positive chemistry; no secrets, honesty
   - Ability to focus on athletic goals, fewer distractions caused by fear, tension, silence

9. How could being a lesbian, bisexual, gay, or transgender athlete of color be different from being a white gay, bisexual, or lesbian athlete?
   - Doubly discriminated against
   - Having to deal with stereotypes of race or class: For example, African-American athletes have lower academic expectations, higher athletic expectations, and greater financial need; Asian athletes excel academically, but are not athletic.

10. What do you think makes some athletes or coaches uncomfortable about having lesbian, gay, bisexual, or transgender members of a team?
    - Don't want to deal with the personal lives of people on their team
    - Do not feel competent to deal with them
    - Fear that people will think they are LGBT
    - They believe the stereotypes of LGBT people
    - Fear of lack of fan and administrative support
    - Personal prejudices or beliefs that condemn LGBT people

11. **What factors do you think motivate straight athletes and coaches to support gay or lesbian members of their teams?**
    - Commitment to the values of respect and social justice
    - Improved team performance
    - Knowing and caring about a teammate first and then finding out they are gay
    - Having friends or family members who are LGBT, going to a high school with a Gay-Straight Alliance
    - Secure sense of who they are and are not concerned about perceptions of others

12. What factors could contribute to how people might respond to an openly bisexual, lesbian, gay, or transgender athlete on a team?
    - Coaches' reactions and leadership
    - Team captains' reactions and leadership
    - Education materials and programming for the team
    - Utilizing campus support services
    - Valuing the LGBT athlete's friendship, participation on the team

13. What factors could contribute to how people might respond to an openly bisexual, lesbian, gay, or transgender coach?
    - Administrator support
    - School policies
    - Educational programs
    - Climate in which diversity is respected
    - Inclusion of LBGT coach families and significant others in social activities
    - The coach is successful and has good rapport with team members

14. How might the experience of a lesbian, bisexual, gay, or transgender athlete be different in individual or team sports?
    - Individual sports may not have to deal with team dynamics during competition (i.e., whether they are passed the ball)
    - Team unity issues are more prominent in team sports
    - Individual sport athletes are more open to differences, don't require as much conformity to demonstrate team unity

15. **How would you respond to people who say they are uncomfortable being in the locker room with lesbian, bisexual, gay, or transgender athletes?**
    - Ask what beliefs are the basis for their concerns.
    - If concerns focus on fear of unwanted sexual advances, this is a sexual harassment issue that applies to students and employees of any sexual orientation or gender.
    - If sexual harassment policies are clear; this isn't an issue because once informed; any unwelcome advance by anyone becomes harassment.
    - Challenge the assumption that gay and lesbian athletes only think about sex or are leering at teammates.
    - Everyone must have basic respect for the personal boundaries and privacy of teammates in the locker room regardless of sexual orientation or gender.

*Note: The **bold** questions are the ones we recommend including in your initial video discussion.*

General Questions about Your School

1. **How often do you hear anti-gay name-calling among athletes in your school? Among coaches?**
   - Needs to be a zero-tolerance policy so that it will eventually stop happening
   - Form of unacceptable hate speech (e.g., no different than calling someone a racial slur; is totally unacceptable and there are consequences)
   - Discuss what kind of climate is created when slurs and name-calling are common

2. **How often do you hear name calling in your school directed toward people who do not conform to traditional gender expectations?**
   - Happens every day, must be addressed every day
   - Needs to be a zero tolerance policy so that it will eventually stop happening
   - Form of unacceptable hate speech (e.g., no different than calling someone a "nigger"); is totally unacceptable and there are consequences
   - Discuss what kind of climate is created when slurs and name-calling are common.

3. **What do you think it would be like to be a lesbian, gay, bisexual, or transgender member of a team at your school?**
   - Make sure safe environments are discussed.
   - Explore key ingredients for safe vs. hostile environment.
   - Refer to Athletic Climate for LGBT People in the kit.

4. What do you think it would be like to be a lesbian, gay, bisexual, or transgender coach at your school?
   - Is there a policy protecting teachers and coaches?
   - Refer to Athletic Climate for LGBT People in the kit.

5. Are there certain teams or athletes in your school who are valued more or receive privileges that other students do not? Why do you think this happens?
   - Is discrimination less likely to be addressed because of the status of some teams?
   - Which athletes or teams receive privileges not available to other students?

6. How might a lesbian or gay athlete's experience coming out at your school be different from someone who does not play sports?
   - Is the athletic environment more hostile?
   - Are athletes under pressure to be closeted?
   - Are athletes "public figures" in the school?
   - Can athletes access school LGBT support services?
   - Are there support services for athletes of different races on your campus?

7. How are athletes or coaches who do not conform to traditional gender expectations treated in your school?
   - Is the athletic environment more hostile?
   - Are female athletes not supported because others perceive them to be lesbian and male athletes supported because others perceive them to be exemplars of masculinity and status? Male athletes appear more uncomfortable with lesbian, gay, bisexual, or transgender people than other students. How true do you think this is for your school?

- Point out that rigid definitions of masculinity and compulsory heterosexuality apply in the male locker room.
- Male athletes may feel themselves more visible and scrutinized by the community.

8. Female athletes, especially in team sports, are often called lesbians, whether they are or not. How true do you think this is in your school?
   - How would you describe the status of female athletes in your school?
   - Are female athletes respected?
   - Team sports are associated with masculinity, female athletes in team sports called lesbians as a result

9. **How do you think parents in your school would react to an openly lesbian, gay, bisexual, or transgender coach?**
   - Coaches should be judged by their coaching performance, character, and rapport with their team and community, not their sexual orientation.
   - Educating parents about negative stereotypes is important in influencing their reactions.
   - There should be a policy that protects everyone's civil rights.
   - There should be educational programs that dispel myths about LGBT.
   - Note: It is more likely for heterosexual men to assault or molest children than women or LGBT men or women.

10. What concerns do you think athletes and coaches in your school have about openly lesbian, gay, bisexual, or transgender teammates?
    - Fear is that everyone will be focused on LGBT athletes being out and dating teammates; truth is they will be more focused on the game because they are not as stressed about being closeted.
    - Stereotypes about LGBT people as sexual threats to other athletes
    - Concern that team image damaged by having an openly LGBT athlete

11. How might your team react to having openly lesbian, gay, bisexual, or transgender coaches?
    - Leadership and support of coaches and team captains is crucial in influencing team reaction.
    - Fear is that an openly gay LGBT coach will negatively affect recruiting, fan support and donor support or ability to lead team. A coach not hiding his or her identity will be more focused on team performance.
    - Education as an important part of influencing team reactions.

12. **How could athletes and coaches support team members who belong to a Gay Straight Alliance or other lesbian, gay, bisexual, transgender student club?**
    - Go to a LGBT or gay/straight alliance event as an straight ally. Support athletes of color by supporting racial diversity activities on campus...attend as a team.
    - Talk to their LGBT teammate about what it is like for them in school, ask what you can do support them.

13. How often do athletes or coaches in your school speak up to stop anti-gay name-calling?
    - Discuss ways to speak up.
    - Talk about how to support each other in speaking up.
    - Talk about fears athletes have about speaking up and what can be done to address them.

14. In what ways could athletes and coaches help to decrease the presence of cliques in your school?
    - Cliques that exclude LGBT people or any group of people should be approached to be more inclusive.
    - Athletic teams can take a position discouraging the student body to leave cliques that exclude groups or engage in prejudiced behaviors.

15. **What would your school look like if all students were valued equally? What could you do to help bring that about?**
    - Athletic team campaigns for inclusiveness and diversity
    - Athlete leaders and coaches speaking out and taking a leadership role
    - Athletes and coaches taking the lead in promoting and encouraging student diversity education programs

*Note: The **bold** questions are the ones we recommend including in your initial video discussion.*

Audience Specific Action Questions

Action Questions for Athletes

1. What can team captains and other team leaders do to help make a team more respectful of lesbian, gay, bisexual team members and other team members?
   - Take the lead in including LGBT teammates in team social activities.
   - Discourage the use of anti-gay or sexist language among teammates.
   - Let your coach know if you think there is a problem on the team with treatment of LGBT players.

2. What can team captains and other team leaders do to help make a team more respectful of people who do not conform to traditional gender expectations?
   - Take the lead in challenging the need for males to be rigidly "macho" and for females to be "feminine."
   - Discourage teammates who taunt or tease others who do not conform to rigid gender expectations.

3. **What can all team members do to help make a team more respectful of lesbian, gay, bisexual, and transgender team members and LGBT athletes from other schools?**
   - Reach out to LGBT teammates and convey your support.
   - Stand behind and stick up for your LGBT teammates, as if you would every other teammate, display good sportsmanship.

4. What can teams do when members of other teams are disrespectful to lesbian, gay, bisexual, and transgender teammates?
   - Stand up for your LGBT teammate.
   - Tell your coach what is going on so she or he can address it with the other coach.

5. How can a team including many different kinds of people work together effectively and treat each other with respect?
   - Get to know each other, do things together outside of team activities.
   - Learn how to disagree with someone, but still treat them with respect.
   - Appreciate ways that diversity on a team is a strength.
   - Respect people for their character and actions, don't judge them on their membership in a group.

6. What can straight athletes of color on your team do to make sure that lesbian, gay, bisexual, and transgender athletes of color feel welcomed?
   - Include them in social activities away from the rest of the team.
   - Tell them that you are a friend who will support them.
   - Do not participate in anti-gay conversations or use anti-gay slurs.

7. **What can you say when you hear a teammate say "fag," "dyke," or "that's so gay"?**
   - Tell them you don't like language that puts a group of people down.
   - Tell them that kind of language hurts the team by making the team look prejudiced.

8. What can you say when you hear coaches use anti-gay language to motivate athletes?
   - Talk with the coach about your feelings about this and ask her or him to stop.
   - Tell the coach you know this makes LGBT members of the team feel unsafe.
   - Tell the athletic director or your parents and ask them to speak with the coach.

9. How can athletes demonstrate leadership in making their school safe for lesbian, gay, bisexual, and transgender students?
   - Stop other students in the school from using anti-gay or sexist language.
   - Stop other students in the school from harassing students who are gay or who do not conform to traditional gender expectations.
   - Attend events sponsored by the school Gay-Straight Alliance.
   - Ask that all teachers and coaches in the school have staff development sessions on how to make the school safe for LGBT students.

*Note: The **bold** questions are the ones we recommend including in your initial video discussion.*

Action Questions for Coaches

1. **What kinds of actions can a coach take in the beginning of the season to make sure everyone feels safe and respected?**
   - Lead a discussion about how race, gender, sexual orientation, religious differences are strength for the team and encourage respect across differences.
   - Set a personal example by modeling respectful treatment of all and comfort with LGBT issues.
   - Address all incidents of name-calling or use of slurs of any kind.

2. **What is the role of a coach in addressing lesbian, gay, bisexual, and transgender issues on a team?**
   - The coach plays a pivotal role in how these issues are addressed.
   - The coach has both a responsibility and an opportunity to influence the team in positive ways on issues of fairness and social justice.

3. What can coaches do to help make a team more respectful of lesbian, gay, bisexual, and transgender team members and other team members?
   - Speak up to address anti-LGBT slurs, comments.
   - Talk with athletes, parents, and coaches who have concerns about LGBT people on the team.
   - Organize educational programs to help athletes, parents, or coaches understand team expectations for fairness, respect, and safety for all.

4. What is the role of the coach in setting the tone for how lesbian, gay, bisexual, and transgender athletes and coaches are treated?
   - The coach is a role model for athletes has a powerful opportunity to encourage respectful treatment of LGBT athletes and coaches.

5. **How should a coach respond to a parent or prospective athlete's questions about whether or not there are lesbian, gay, bisexual, or transgender athletes on the team?**
   - Affirm her/his support of non-discrimination policies the athletic department is responsible to uphold.
   - Affirm his/her expectations that all team members will be treated with respect and will treat others with respect regardless of individual differences.
   - Affirm that LGBT athletes and coaches are part of all athletic programs.
   - Ask what specific concerns the parent or prospective athlete has and address them in ways that support fair treatment for all.

*Note: The **bold** questions are the ones we recommend including in your initial video discussion.*

Action Questions for Athletic Directors

1. **What is the role of the athletic director in addressing lesbian, gay, bisexual, and transgender issues in the athletic department?**
   - Policymaking: zero-tolerance policies for harassment and discrimination against LBGT people as part of overall harassment and discrimination policies. Providing educational programs for coaches, athletes, and parents
   - Identifying resources for coaches, athletes and parents

2. How would you ensure that everyone on your staff treats lesbian, gay, bisexual, or transgender coaches on your staff fairly?
   - Policy in place and enforcing it
   - Inclusion of family and significant others in social events
   - Organizining educational programs for coaches and athletes

3. How would you address a parent who asked if there are lesbian, gay, bisexual, or transgender people on your teams?
   - Cite the athletic department's commitment to the value of diversity.
   - Reply that you assume that LGBT are part of the program.
   - Note that the school and athletic department have adopted a non-discrimination policy that includes sexual orientation and gender identity.
   - Ask what their concerns are.
   - Tell them that all athletes are expected to treat each other with respect.

4. **How might you use your leadership role to set the tone for how lesbian, gay, bisexual, and transgender athletes and coaches are treated?**
   - Speaking out against harassment and discrimination
   - Not participating in gay bashing; public or private
   - Publicly be an ally by participating in programs on LGBT issues at conferences and in school.
   - Planning educational programs for coaches, parents, and athletes
   - Respond promptly and according to policy to any harassment or discrimination charges.

5. Does your school offer domestic partner benefits to same-sex couples?
   - See sample policy.
   - Have you advocated for this benefit?

6. What resources are there at your school to assist you in addressing lesbian, gay, bisexual, and transgender issues in athletics? What collaborative efforts are there to work together with these resources?
   - Education kit at each school
   - Establish faculty and student Gay-Straight Alliances.
   - Identify resources in the school.
   - Include books and videos in the athletic department library.

7. Do you have a non-discrimination and anti-harassment policy that includes sexual orientation and gender identity?
   - See samples.

8. How do your current policies and procedures address incidents of anti-gay harassment or discrimination in athletics?
   - See samples.

9. How would you address negative recruiting incidents based on negative attitudes toward lesbian, gay, bisexual, or transgender coaches or athletes?
   - Statement of policy
   - Educational program
   - Letter to administrators of schools practicing same

10. Discuss your legal responsibilities to address anti-gay discrimination or harassment in athletics (school policy, local, state, federal law).
    - Where do they go to find out?
    - Even if no legal responsibilities, school should establish policies.

11. What can athletic directors do when coaches use anti-gay or sexist language to motivate athletes?
    - Discuss non-discrimination and harassment policies with the coach.
    - Talk with the coach about the negative effects of this kind of motivational tool on team relations and individual athletes.
    - Make it clear that this is an unacceptable coaching strategy.

*Note: The **bold** questions are the ones we recommend including in your initial video discussion.*

Action Questions for Parents

1. **How would you react if your son or daughter's coach were LGBT?**
   - Address concerns parents have by focusing on the importance of clear ethical standards for all coaches that apply fairly regardless of sexual orientation or gender.
   - Stress your expectations that coaches, regardless of sexual orientation, will maintain professional relationships with their athletes.
   - Address stereotypes that parents might have about LGBT people, particularly the misconception that lesbian or gay people are more likely to pose a sexual threat to their athletes than heterosexual coaches do.

2. **How would you react if one of your daughter's or son's teammates were LGBT?**
   - Stress the importance of the parents' role in helping their son or daughter respond with support and respect rather than prejudice or fear.
   - Encourage parents to talk with their child about their reactions and concerns about having a LGBT teammate.
   - Provide resources for parents to help them with conversations with their daughter or son.
   - Point out the importance of young people learning to live and work in a world of increasing diversity.

3. How can parents encourage respectful treatment of LGBT athletes and coaches among their children?
   - Parents can reinforce messages of respect coaches encourage at school.
   - Talk with young people about what their thoughts are about LGBT coaches and teammates.
   - Parents can role model respectful treatment of LGBT coaches and athletes in their interactions with them.

4. How can parents support the efforts of school athletic program to create safety for LGBT athletes and coaches?
   - Offer to help the coach in team discussions.
   - Let the athletic director and coaches know you appreciate their efforts to encourage fairness, respect, and safety for all athletes.
   - Talk with other parents about your support.

5. How can parents respond to other parents who object to LGBT coaches or athletes participation in sports programs?
   - Challenge anti-gay stereotypes.
   - Differentiate between approval of homosexuality and expectations for respectful treatment of all, regardless of sexual orientation.
   - Talk about the opportunities for young people to learn about differences in ways that will make them more compassionate and supportive team members.

6. How can parents respond to college coaches who engage in the unethical practice of negative recruiting by cautioning parents that participating in athletic programs with LGBT participants puts their child at risk?
   - Let the coach know that having a LGBT coach or teammate is not a concern of yours and that their use of negative recruiting does not put their program in a positive light.
   - Negative recruiting of any kind is against NCAA policy. Let the coach know that you consider it unethical.
   - Think about reporting the incident to the coach's athletic director and/or the NCAA.

7. What resources are in your community or school for parents with LGBT children or for LGBT parents with children participating in athletics?
   - Check to see where the closest chapter of Parents and Friends of Lesbians and Gays (PFLAG) is.
   - What community or school groups are there who can provide resources or programming for parents?

*Note: The **bold** questions are the ones we recommend including in your initial video discussion.*

IT TAKES A TEAM!
Participant Reactions to the Video and Discussion

1. What did you learn about the experiences of LGBT athletes?

2. What part of the video and discussion was most informative for you?

3. How would you react to an LGBT athlete or coach on your team?

4. What are the challenges an LGBT athlete on your team might face?

5. What actions can you take to make your team or athletic department safe and welcoming for LGBT athletes?

Action Guide for Athletes

Making Athletics Safe for Lesbian, Gay, Bisexual, and Transgender Coaches and Athletes

- Stop using anti-gay or other slurs or comments that demean groups of people because of their race, culture, gender, or religion.
- Speak out against anti-gay harassment directed at individuals or teams from spectators, opponents, coaches, or teammates. Your silence supports prejudice.
- Do not let others intimidate you by calling you gay or lesbian.
- Judge teammates and coaches on the basis of their character and personality, not their sexual orientation or gender expression.
- Support teammates who are targeted by anti-gay harassment, vandalism, or violence.
- If you are targeted by anti-gay or gender discrimination, harassment, or violence, tell someone who can help.
- Support lesbian, gay, bisexual, and transgender teammates who choose to identify themselves to others.
- Respect the rights of all teammates to safety.
- Treat all teammates and coaches with respect regardless of your differences.
- Do not make assumptions about teammates' or coaches' sexual orientation based on appearance.
- Do not make assumptions about teammates or coaches based on their sexual orientation or gender expression.
- Assume that every team is a mixed group of gay/lesbian, bisexual, transgender, and heterosexual people.
- If a teammate is depressed or afraid about sexuality or gender issues, encourage them to seek help (counselors, coaches, trained peer support groups).
- Encourage your athletic department or coach to schedule seminars on homophobia, racism, and sexual harassment in sport.
- Understand that when someone uses anti-gay slurs or harasses lesbian, gay, bisexual, or transgender people, they are expressing prejudice and fear.
- Take classes or seminars that will help you to better understand prejudice and discrimination based on gender, race, sexual orientation, and religion.
- Understand the important role that heterosexual allies can play in making athletics safe and welcoming for everyone.
- If you are a team leader, use your leadership role to set an example for other members of the team

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Action Guide for Coaches

Making Athletics Safe for Lesbian, Gay, Bisexual, and Transgender Coaches and Athletes

- Educate yourself and colleagues about LGBT issues in sport (read, attend workshops, talk with school counselors or community groups).
- Put a "Safe Zone" sticker on the locker room door and your office door.
- Discourage slurs, jokes or other comments or actions that demean or attack lesbian, gay, bisexual, transgender people.
- Use inclusive language that does not assume that all coaches or athletes are heterosexual.
- Schedule an educational program on LGBT issues in athletics for your team.
- Use the words "lesbian," "gay," and "bisexual," "transgender" in positive ways.
- Always assume that there are LGBT people on athletic teams, among the coaching and support staff even if they have chosen not to identify themselves.
- Monitor your own stereotyped beliefs about LGBT people and commit yourself to challenging them.
- Treat all athletes and coaches fairly and respectfully regardless of their sexual orientation or gender expression.
- Make clear your expectations for acceptance of diversity among all members of athletic teams.
- If LGBT athletes or coaches identify themselves to you, respect their right to confidentiality and privacy.
- Be prepared to provide information about Parents, Family and Friends of Lesbians and Gays (PFLAG) to parents of LGBT athletes.
- Expect the same standards of behavior from all athletes regardless of their sexual orientation or gender expression.
- Ask LGBT friends or colleagues how you can show support for them.
- Propose a non-discrimination policy for your athletic department that includes sexual orientation and gender expression.
- Know what campus groups or agencies provide resources or support for LGBT students and staff.
- Make it clear to athletes and coaches that anti-gay actions will not be tolerated.
- Answer questions from athletes' parents about lesbian, gay, bisexual, or transgender people in your program in ways that do not support or accept prejudice.
- Answer questions about LGBT people in sport from the media in ways that do not support or accept prejudice.

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Action Guide for Athletic Directors

Making Athletics Safe for Lesbian, Gay, Bisexual, and Transgender Coaches and Athletes

Policy Guidelines for Ensuring Fair Treatment for LGBT Athletes

1. Avoid treating LGBT athletes and the issues raised by their participation in athletics as a "special" situation. Integrate policy applying to LGBT athletes into overall team or department policy.
2. Rather than responding to individual situations case by case, identify overall policy to apply in individual situations.
3. Be proactive. Anticipate issues that might arise and plan sound policy before a problem arises.
4. Make policy based on ethical principles and fairness, not prejudice and fear.

Legislate
Develop Institutional Policies and Procedures Protecting LGBT People

- Include sexual orientation and gender identity in department non-discrimination policies and if your school or state has an inclusive non-discrimination policy, expect athletic department personnel to abide by that policy.
- Develop anti-harassment policies that address harassment based on perceived or actual sexual orientation and gender identity, as well as sex, race, or religion. If your school has an inclusive anti-harassment policy, expect athletic department personnel to abide by that policy.
- Develop policies that address the use of lesbian baiting to intimidate women who challenge gender inequity in athletics.
- Develop domestic partnership policies for athletes and athletic department personnel.
- Develop ethics policies that address sexual relationships between coaches and athletes, between athletes, or between coaches without regard to the gender or sexual orientation of the people involved.
- Encourage coaching associations and other sport governing bodies to develop similar policies.

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Educate

Provide Educational Programming and Material About Department Policies and Expectations

- Provide orientation programs for new athletics and department personnel about non-discrimination, anti-harassment and coaching ethics polices and procedures.
- Provide information about non-discrimination and anti-harassment policies to parents of athletes.
- Schedule regular workshops or seminars about homophobia or discrimination against LGBT people for athletes, coaches, and other athletic personnel.
- Provide a way for coaches to discuss issues related to homophobia and discrimination based on
- Encourage coaches associations and other sport governing bodies to provide educational programs and materials.

Locate

Identify Local and National Resources for LGBT Athletes and Coaches

- Identify campus and community resources for athletes, coaches, or parents of athletes seeking LGBT affirmative counseling or support services.
- Identify sport advocacy or sport governing organizations that can provide resources and support for addressing homophobia in athletics.
- Identify campus and community resources for athletes, coaches, or other athletic department personnel who engage in anti-gay harassment or discrimination.
- Identify print, video, and Internet resources for addressing homophobia in athletics.
- Identify workshop or seminar leaders and consultants who can address homophobia or other issues related to LGBT people in athletics.
- Encourage coaches associations and other sport governing bodies to develop resource materials or collect resource lists for coaches, athletic directors, parents, and athletes.

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Action Guide for Parents

Making Athletics Safe for Lesbian, Gay, Bisexual, and Transgender Coaches and Athletes

- Monitor your own stereotyped beliefs about LGBT people and commit yourself to challenging them.
- Talk with your daughter or son about LGBT people in athletics to understand questions or negative stereotypical beliefs they have about them.
- Encourage young people to stand up for fairness for everyone, even when peer pressure does not support this perspective.
- Encourage your school's athletic department to sponsor educational programs for athletes, coaches, and parents on LGBT issues in sport.
- Thank coaches and athletic directors when they do sponsor educational programs focused on encouraging fairness, safety, and respect for all.
- Stop young people from using anti-gay or sexist language and talk with them about why it is not acceptable.
- Role model respectful treatment of LGBT coaches and athletes for your son or daughter.
- Challenge your own assumptions about the importance of rigid adherence to stereotypical gender expression for your children.
- Consider the possibility that your son or daughter might be LGBT and identify ways you can support him or her.
- Make it clear to your children that they have a right to set their own personal boundaries for interactions with teammates and that any unwanted breach of those boundaries is unacceptable.
- Make it clear to your children that any coach, regardless of sexual orientation or gender, who engages in sexual talk or behavior with athletes is unethical.
- Attend athletic department or school-sponsored programs about LGBT issues.
- Talk with other parents about the importance of encouraging young people to appreciate differences and treat all teammates and coaches with respect.
- Read books or news articles about LGBT issues in athletics to better understand how to make sports safe for all.
- Use inclusive language that does not assume that all coaches or athletes are heterosexual.
- Always assume that there are LGBT people on athletic teams and among the coaching and support staff even if they have chosen not to identify themselves.
- Propose a non-discrimination policy for your athletic department that includes sexual orientation and gender expression.
- Treat all athletes and coaches fairly and respectfully regardless of their sexual orientation or gender expression.

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It Takes A Team!
Making Sports Safe for Lesbian, Gay, Bisexual, and Transgender Athletes
Post-Program Survey for Coaches/Administrators

Please take a few minutes to answer some questions about you and the It Takes A Team! program. This will help the Project to Eliminate Homophobia in Sport improve this exciting new program. All of your individual answers will be confidential.

Name of Coach or Administrator _____

Title _____

School _____

City _____ **State** _____ **Zip** _____

Is your program affiliated with any of the following? (Check all that apply)

___ High school

___ Two-Year College

___ Four-Year College

___ Other _____

What is your role in the program?

___ Head coach ___ Assistant coach

___ Athletic administrator ___ Other _____

Please indicate which of the following best describes you.

___ Paid full-time staff person ___ Paid part-time staff person ___ Volunteer

What is your race/ethnicity? Check the one that you most identify with.

__White __ Black __ Hispanic __ Asian __ Native American __ Other _____

What is your gender?

___ Female ___ Male

How many years have you been with your current program? __less than 1 __1-3 __ more than 3

What sports do the athletes who participated in this program participate in? (Check all that apply).

___ Baseball ___ Basketball ___ Field hockey ___ Football

___ Golf ___ Gymnastics ___ Rowing ___ Running/Track & field

___ Soccer ___ Softball ___ Swimming ___ Tennis

___ Volleyball ___ Wrestling ___ Other _____

Please indicate the numbers of participants who participated in the It Takes A Team! Program.

____ Female athletes ____ Female coaches ____ Female administrators

____ Male athletes ____ Male coaches ____ Male administrators

This part of the program was very effective...	**Very much**	**Somewhat**	**A little**	**Not at all**
Overall kit and instructions	1	2	3	4
Video	1	2	3	4
Discussion Questions	1	2	3	4
Action Guides	1	2	3	4
Additional Information and Handouts	1	2	3	4
Resources	1	2	3	4
Poster	1	2	3	4
Sticker	1	2	3	4

How likely would you be to recommend the It Takes A Team! Program to others?

Very likely Somewhat likely A little likely Not at all likely

The program could be improved by...

_____

_____

_____

I would like to see the following topics covered in a future It Takes A Team Education Kit ...

_____

_____

_____

What else would you like to tell us about the It Takes A Team Program?

_____

_____

_____

_____

_____

Thanks for participating and answering these questions. Please return this survey as an attachment to an e-mail to wosporteduc@aol.com or fax it to the Women's Sports Foundation at 516-542-4716 or mail it in the postage-paid envelope that came in your kit. If you have questions, please call Marj Snyder at 1-800-227-3988.

Laws, Policies and Procedures [1]

Administrators have the important responsibility of making sure programs under their responsibility comply with all applicable laws and school district or institution policies. Administrators, coaches, athletes, and parents should be aware of the moral, professional and legal obligations of the educational institution and the rights of students and staff. The following information is presented to assist educators in reviewing existing policies and procedures or developing new policies where none exist.

Legal Requirements

Schools have a legal obligation to protect LGBT athletes and staff from harassment and discrimination. This obligation may flow from several different sources and exists whether or not a school has a policy specifically prohibiting this conduct. **Allowing harassment and discrimination on the basis of sexual orientation to go unchecked can expose schools and employers to serious legal and financial liability. Adopting and effectively implementing an anti-discrimination and anti-harassment policy that explicitly includes sexual orientation helps schools protect against such potential liability, while, at the same time, ensuring that all athletes can participate without free of harassment and discrimination.**

State Law[2]

Currently eight states plus the District of Columbia have statutes prohibiting discrimination or harassment on the basis of sexual orientation in educational facilities.[3] The eight states are: California, Connecticut, Massachusetts, Minnesota, New Jersey, Vermont, Washington, and Wisconsin. California, Minnesota, and New Jersey also explicitly prohibit discrimination or harassment on the basis of gender identity.

In addition, 12 states and the District of Columbia, as well as hundreds of municipalities prohibit discrimination on the basis of sexual orientation in employment.[4] The 12 states are: California, Connecticut, Hawaii, Maryland, Massachusetts, Minnesota, Nevada, New Hampshire, New

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[1] Appreciation is extended to Legal Director Shannon Minter and Staff Attorney Courtney Joslin of the National Center for Lesbian Rights for the development of this section. For more information and assistance in drafting and implementing a non-discrimination policy, contact NCLR at National Center for Lesbian Rights, 870 Market St., Ste. 570, San Francisco, CA 94102, (415) 392-6257, www.nclrights.org

[2] ©National Center for Lesbian Rights, 870 Market St., Ste. 570, San Francisco, CA 94102, (415) 392-6257, www.nclrights.org

[3] *See* CONN. GEN. STAT. § 10-15c; D.C. CODE 1981 § 1-2520; MASS. GEN. LAWS Chp. 76, § 5; MINN. STAT. § 363.03, subd. 5; N.J. STAT. 10:5-12f(1); N.J. STAT. 10:5-5(l); N.J. A.B. 1874 (effective Sept. 6, 2002, supplementing chapter 37 of Title 18A of the New Jersey Statutes); 16 VT. STAT. § 11(a)(26); 16 VT. STAT. § 565; WASH. REV. CODE §§ 28A.320; 28A.600; WIS. STAT. 118.13.

[4] *See* CAL. GOVT. CODE § 12940; CONN. GEN. STAT. § 46a-81c; D.C. CODE ANN. § 1-2512; HAW. REV. STAT. §§ 368-1, 378-2; MD. CODE, Art. 49B, § 16; MASS. GEN. LAWS ch. 151B, § 4; MINN. STAT. §§ 363.03, 363.12; NEV. REV. STAT. ANN. 610.020, 613.340; N.H. REV. STAT. ANN. §§ 354-A:7, 354-A:8; N.J. REV. STAT. §§ 10:2-1, 10:5-4, 10:5-12; R.I. GEN. LAWS §§ 28-5-2, 28-5-7; VT. STAT. ANN. tit. 21, § 495; WIS. STAT. § 111.36. Maine had enacted a similar law prohibiting sexual orientation discrimination in employment, but the law was repealed by a statewide referendum. *See* ME. REV. STAT. ANN. tit. 5, §§ 4552, 4553 (repealed 1998).

Jersey, Rhode Island, Vermont, and Wisconsin. Minnesota and Rhode Island also explicitly prohibit discrimination on the basis of gender identity.

Federal Law[2]

Even in states that do not have specific non-discrimination laws dealing with sexual orientation, courts have been increasingly willing to step in where necessary to protect students and employees who are harassed or otherwise discriminated against on the basis of sexual orientation and/or gender stereotypes.

Equal Protection Clause of the 14th Amendment (applies to public schools and colleges). All athletes and staff have a federal constitutional right to equal protection under the law. This means that schools have a duty to protect lesbian, gay, bisexual, and transgender (LGBT) athletes and staff from harassment on an equal basis with all other athletes and staff. If school officials failed to take action against anti-LGBT harassment because they believed that the LGBT athlete should have expected to be harassed, because they believed that the LGBT athlete brought the harassment upon him or herself simply by being openly LGBT, or because the school was uneducated about LGBT issues and was uncomfortable addressing the situation, then the school has failed to provide equal protection to the student.[5]

Title IX (applies to all schools and colleges that receive federal financial assistance). Title IX[6] of the Education Amendment Acts of 1972 prohibits discrimination based on sex in education programs and activities receiving federal financial assistance, this includes athletic programs. Although Title IX does not prohibit discrimination on the basis of sexual orientation, sexual harassment directed at an LGBT student is prohibited by Title IX if it is sufficiently severe and pervasive that it results in denial or limitation of the victim's ability to participate in or benefit from the program.[7] Title IX also prohibits gender-based harassment, including harassment on

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5 *See Nabozny v. Podlesny*, 92 F.3d 446 (7th Cir. 1996) (holding student could maintain claims alleging discrimination on the basis of gender and sexual orientation under the Equal Protection Clause where school district failed to protect the student to the same extent that other students were protected from harassment and harm by other students due to the student's gender and sexual orientation). In *Nabozny*, after the student and his parents reported the incidents of physical violence to the appropriate school administrator, the administrator told the student and his parents that such acts should be expected because the student was openly gay. *Id.* at 451. *See also Montgomery v. Independent Sch. Dist. No. 709*, 109 F. Supp. 2d 1081 (D. Minn. 2000) ("We are unable to garner any rational basis for permitting one student to assault another based on the victim's sexual orientation, and the defendants do not offer us one.") (citing *Nabozny*, 92 F.3d at 458). On the eve of trial, the school district agreed to pay the student almost $1 million in damages.

6 20 U.S.C. § 1681(a). Title IX provides, in relevant part: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance."

7 *See* Office of Civil Rights, Revised Sexual Harassment Guidance, § III (Jan. 2001) ("OCR Revised Guidance") ("Although Title IX does not prohibit discrimination on the basis of sexual orientation, sexual harassment directed at gay or lesbian students that is sufficiently serious to limit or deny a student's ability to participate in or benefit from the school's program constitutes sexual harassment prohibited by Title IX under circumstances described in this guidance. For example, if a male student or a group of male students target a gay student for physical sexual advances, serious enough to deny or limit the victim's ability to participate in or benefit from the school's program, the school would need to respond promptly and effectively, as described in this guidance, just as it would if the victim were heterosexual."). *See also Montgomery*, 109 F. Supp. 2d 1081.

the basis of a student's failure to conform to stereotyped notions of masculinity and femininity.[8] This would include things like harassment against a female wrestler because she is perceived to be too masculine or harassment of a male figure skater because he is perceived to be too feminine.

Enforcement. Title IX permits a student to sue for money damages in state or federal court.[9] Alternatively, anyone may file a complaint with the Office of Civil Rights (OCR) of the Department of Education. OCR has the power to initiate investigations upon receiving a complaint and can cut off the school's federal funding if it finds Title IX has been violated. OCR has negotiated settlements on behalf of LGBT students who were harassed because of their sexual orientation and/or gender identity.

Affirmative Requirements. Title IX requires all schools receiving federal financial assistance to adopt a policy prohibiting discrimination on the basis of sex and to notify employees, students, and elementary and secondary school parents of the policy.[10] Title IX also requires the school to adopt and publish grievance procedures for resolving sex discrimination complaints[11] and to have at least one employee designated to be responsible for coordinating efforts to comply with Title IX.[12]

As described above, schools have a legal obligation to respond to harassment and discrimination of LGBT athletes whether or not they have a policy prohibiting such conduct. A comprehensive anti-harassment policy that makes clear that harassment and discrimination on the basis of sexual orientation is prohibited — and ensuring that all staff and athletes are aware of and trained about this policy — is an effective way for schools to ensure they are fulfilling their legal obligations and avoiding potential liability.

Educational Institution Non-Discrimination Policy Statements

Policy statements are rules that govern the conduct of students, coaches, teachers, and administrators in the school or college setting. Policies prohibiting discrimination based on sexual orientation should be adopted or the category "sexual orientation" should be added to existing non-discrimination policies dealing with race, color, gender, etc. The following statements are excellent models.

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8 *See* OCR Revised Guidance, § III ("Though beyond the scope of this guidance, *gender-based harassment*, which may include acts of verbal, nonverbal, or physical aggression, intimidation, or hostility based on sex or sex-stereotyping, but not involving conduct of a sexual nature, *is also a form of sex discrimination to which a school must respond*, if it rises to the level that denies or limits a student's ability to participate in or benefit from the educational program. . . . A school must respond to such harassment in accordance with the standards and procedures described in this guidance. In assessing all related circumstances to determine whether a hostile environment exists, incidents of gender-based harassment combined with incidents of sexual harassment could create a hostile environment, even if neither the gender-based harassment alone nor the sexual harassment alone would be sufficient to do so.") (citing *Price Waterhouse v. Hopkins*, 490 U.S. 228, 251 (1989) (holding sex-stereotyping is a form of sex discrimination prohibited by Title VII) (emphasis added). *See also Montgomery*, 109 F. Supp. 2d 1081; *Miles v. New York Univ.*, 979 F. Supp. 248 (S.D.N.Y. 1997).

9 *See Franklin v. Gwinnett Co. Public Schs.*, 503 U.S. 60 (1992).

10 34 C.F.R. 106.9.

11 34 C.F.R. 106.8(b).

12 34 C.F.R. 106.8(a).

Santa Clara University

Santa Clara University does not discriminate on the basis of race, color, national and/or ethnic origin, sex, marital status, sexual orientation, handicap/disability, religion, veteran's status, or age in the administration of any of its educational policies, admissions policies, scholarship and loan programs, athletics, and other school-administered policies and programs, as well as employment-related policies and activities.

National Collegiate Athletic Association

The Association shall promote an atmosphere of respect for and sensitivity to the dignity of every person. It is the policy of the Association to refrain from discrimination with respect to its governance policies, educational programs, activities and employment policies, including on the basis of age, color, disability, gender, national origin, race, religion, creed, or sexual orientation.

University of Texas Athletics Departments

No person shall be excluded from participation in, denied the benefits of, or be subject to discrimination under any program or activity sponsored or conducted by the Athletics Departments on the basis of race, color, national origin, religion, sex, sexual orientation, age, veteran status, or disability.

Anti-Harassment Policies

Increasingly, schools and colleges are adopting broad policies protecting all students from bullying, harassment, and intimidation — treatments commonly experienced by students who are gay, lesbian, transgender, or bisexual. Following is a model policy of this type.

Washington State Model Anti-Harassment Policy[13]

Prohibition of Harassment, Intimidation, and Bullying
The District is committed to a safe and civil educational environment for all students, employees, volunteers, and patrons, free from harassment, intimidation, or bullying. "Harassment, intimidation, or bullying" means any intentional written, verbal, or physical act, including but not limited to one shown to be motivated by any characteristic in RCW 9A.36.080(3), (race, color, religion, ancestry, national origin, gender, sexual orientation, or mental or physical disability), or other distinguishing characteristics, when the intentional written, verbal, or physical act:

- Physically harms a student or damages the student's property; or
- Has the effect of substantially interfering with a student's education; or
- Is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or
- Has the effect of substantially disrupting the orderly operation of the school.

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[13] Pursuant to the mandate under the new Washington law, see WASH. REV. CODE § 28A.320(4), this model policy was adopted by the Superintendent of Public Instruction to assist local school districts in complying with the requirements of the new law regarding harassment, intimidation, or bullying of students. The model policy is available at <http://www.k12.wa.us/safetycenter/pubdoc/WSSDABullyPolicy.pdf>.

Nothing in this section requires the affected student to actually possess a characteristic that is a basis for the harassment, intimidation, or bullying. "Other distinguishing characteristics" can include, but are not limited to: physical appearance, clothing or other apparel, socioeconomic status, gender identity, and marital status. Harassment, intimidation, or bullying can take many forms including: slurs, rumors, jokes, innuendos, demeaning comments, drawings, cartoons, pranks, gestures, physical attacks, threats, or other written, oral or physical actions. "Intentional acts" refers to the individual's choice to engage in the act rather than the ultimate impact of the action(s).

This policy is not intended to prohibit expression of religious, philosophical, or political views, provided that the expression does not substantially disrupt the educational environment. Many behaviors that do not rise to the level of harassment, intimidation, or bullying may still be prohibited by other district policies or building, classroom, or program rules.

This policy is a component of the district's responsibility to create and maintain a safe, civil, respectful, and inclusive learning community and is to be implemented in conjunction with comprehensive training of staff and volunteers, including the education of students in partnership with families and the community. The policy is to be implemented in conjunction with the Comprehensive Safe Schools Plan that includes prevention, intervention, crisis response, recovery, and annual review. Employees, in particular, are expected to support the dignity and safety of all members of the school community.

Depending upon the frequency and severity of the conduct, intervention, counseling, correction, discipline, and/or referral to law enforcement will be used to remediate the impact on the victim and the climate and change the behavior of the perpetrator. This includes appropriate intervention, restoration of a positive climate, and support for victims and others impacted by the violation. False reports or retaliation for harassment, intimidation, or bullying also constitute violations of this policy.

The superintendent is authorized to direct the development and implementation of procedures addressing the elements of this policy, consistent with the complaint and investigation components of procedure 6590, Sexual Harassment.

Procedures to Handle Discrimination, Harassment, Intimidation and Bullying

Procedural policies instruct employees, students, and parents how to handle situations or complaints related to discrimination, harassment, intimidation, and bullying that may be based on discrimination. Following is a model policy of this type.

Washington State Model Anti-Harassment Procedures[14]

Informal Complaint Process: Anyone may use informal procedures to report and resolve complaints of harassment, intimidation or bullying. At the building level, programs may

[14] These model procedures, adopted by the Washington Superintendent of Public Instruction pursuant to WASH. REV. CODE § 28A.320(4), is available at <http://www.k12.wa.us/safetycenter/pubdoc/WSSDABullyProcedures.pdf>.

be established for receiving anonymous complaints. Such complaints must be appropriately investigated and handled consistent with due process requirements. Informal reports may be made to any staff member, although staff shall always inform complainants of their right to, and the process for, filing a formal complaint. Staff shall also direct potential complainants to an appropriate staff member who can explain the informal and formal complaint processes and what a complainant can expect. Staff shall also inform an appropriate supervisor or designated staff person when they receive complaints of harassment, intimidation, or bullying, especially when the complaint is beyond their training to resolve or alleges serious misconduct.

Informal remedies include an opportunity for the complainant to explain to the alleged perpetrator that the conduct is unwelcome, disruptive, or inappropriate, either in writing or face-to-face; a statement from a staff member to the alleged perpetrator that the alleged conduct is not appropriate and could lead to discipline if proven or repeated; or a general public statement from an administrator in a building reviewing the district harassment, intimidation, and bullying policy without identifying the complainant. Informal complaints may become formal complaints at the request of the complainant, parent, guardian, or because the district believes the complaint needs to be more thoroughly investigated.

Formal Complaint Process: Anyone may initiate a formal complaint of harassment, intimidation, or bullying, even if the informal complaint process is being utilized. Complainants should not be promised confidentiality at the onset of an investigation. It cannot be predicted what will be discovered or what kind of hearings may result. Efforts should be made to increase the confidence and trust of the person making the complaint.

The district will fully implement the anti-retaliation provisions of this policy to protect complainant(s) and witness(es). Student complainants and witnesses may have a parent or trusted adult with them, if requested, during any district-initiated investigation activities. The superintendent or designated compliance officer (hereinafter referred to as the compliance officer) may conclude that the district needs to conduct an investigation based on information in their possession regardless of the complainant's interest in filing a formal complaint. The following process shall be followed:

A. All formal complaints shall be in writing. Formal complaints shall set forth the specific acts, conditions, or circumstances alleged to have occurred that may constitute harassment, intimidation, or bullying. The compliance officer may draft the complaint based on the report of the complainant, for the complainant to review and sign.

B. Regardless of the complainant's interest in filing a formal complaint, the compliance officer may conclude that the district needs to draft a formal complaint based upon the information in the officer's possession.

C. The compliance officer shall investigate all formal, written complaints of harassment, intimidation, or bullying, and other information in the compliance officer's possession that the officer believes requires further investigation.

D. When the investigation is completed the compliance officer shall compile a full written report of the complaint and the results of the investigation. If the matter has

not been resolved to the complainant's satisfaction, the superintendent shall take further action on the report.

E. The superintendent or designee, who is not the compliance officer, shall respond in writing to the complainant and the accused within thirty days, stating:
   1. That the district intends to take corrective action; or
   2. That the investigation is incomplete to date and will be continuing; or
   3. That the district does not have adequate evidence to conclude that bullying, harassment, or intimidation occurred.

F. Corrective measures deemed necessary will be instituted as quickly as possible, but in no event more than 30 days after the superintendent's written response, unless the accused is appealing the imposition of discipline and the district is barred by due process considerations or a lawful order from imposing the discipline until the appeal process is concluded.

G. If a student remains aggrieved by the superintendent's response, the student may pursue the complaint as one of discrimination pursuant to Policy 3210, Nondiscrimination or a complaint pursuant to Policy 4220, Complaints Concerning Staff or Programs.

A fixed component of all district orientation sessions for employees, students, and regular volunteers shall introduce the elements of this policy. Staff will be provided information on recognizing and preventing harassment, intimidation, or bullying. Staff shall be fully informed of the formal and informal complaint processes and their roles and responsibilities under the policy and procedure. Certificated or professionally licensed staff shall be reminded of their legal responsibility to report suspected child abuse, and how that responsibility may be implicated by some allegations of harassment, intimidation or bullying. Classified employees and regular volunteers shall get the portions of this component of orientation relevant to their rights and responsibilities.

Students will be provided with age-appropriate information on the recognition and prevention of harassment, intimidation, and bullying, and their rights and responsibilities under this and other district policies and rules at student orientation sessions and on other appropriate occasions, which may include parents. Parents shall be provided with copies of this policy and procedure and appropriate materials on the recognition and prevention of harassment, intimidation, and bullying.

Statements of Professional Obligation

A statement of professional obligation or position provides the philosophical rationale for educational initiatives addressing issues related to sexual orientation. Every organization should have such a position statement. The following statements are excellent models.

American School Counselor Association

The professional school counselor is committed to the inclusion and affirmation of youths of all sexual orientation. The professional school counselor supports consciousness-raising among school counselors and increased modeling of inclusive language, advocacy, and equal opportunity for participation for all. This is done to break through

individual, social, and institutional behaviors and expectations limiting the development of human potential in all populations.

National Association of School Nurses

Gay and lesbian youth often experience harassment and ostracism, and sometimes violence. They suffer increased rates of suicide. Gay and lesbian youth, as well as other high-risk students, have increased exposure to HIV infection and other sexually transmitted diseases, as well as substance abuse. All individuals are equally deserving of respect and fair treatment. Discrimination based on sexual orientation is difficult to eradicate and all students are entitled to a safe and supportive environment. It is the position of the National Association of School Nurses that all students, regardless of sexual orientation, are entitled to equal opportunities in the educational system. The school health nurse should be involved in fostering a safe environment, demonstrating an acceptance of diversity.

National Association of School Psychologists

The National Association of School Psychologists recognizes that students who are of a minority sexual orientation, or are perceived to be, are at risk of a number of dangerous and destructive behaviors as well as harassment, discrimination, and low self-esteem. A successful program to address these issues educates both those who discriminate and those who are discriminated against because of sexual orientation. This education can occur on a number of levels: intervention with individual students, schoolwide in-service training, and modeling behaviors attitudes and behaviors by school psychologists in daily interactions with all students and staff. Any program designed to address the needs of sexual minority youth should also include efforts to educate parents and the community through involvement with other organizations committed to equal opportunity for education and mental health services for all youth. Schools can only be truly safe when every student, regardless of sexual orientation, is assured of access to an education without fear of harassment or violence.

The School Social Work Association of America

Gay, lesbian, bisexual, and questioning youth (GLBQ) are at greater risk for suicide; physical and verbal harassment; exposure to sexually transmitted diseases, including HIV/AIDS; and substance abuse. GLBQ youth also often experience emotional and physical rejection by family and community, increasing their feelings of inadequacy and low self-esteem. GLBQ youth require strong and caring advocates within the school setting to cope with these situations and to assist them in developing strong personal identities. SSWAA believes that a safe school environment should be provided to all students. Students should be able to attend school without fear of threat, harassment, or denial of rights. To achieve this positive school climate, SSWAA supports educating both students and staff regarding misconceptions about GLBQ youth, appropriate ways to address discrimination and harassment, and the importance of mutual respect.

Terms and Definitions:
Sexual Orientation and Gender Identity

Sexual Orientation	The direction of one's sexual attraction toward the same sex (homosexual), the opposite sex (heterosexual), or both sexes (bisexual). Sexual orientation is a continuum, not a set of different categories.
Gay	An adjective describing an individual whose primary romantic, emotional, and sexual attractions and connections are with someone of the same sex.
Lesbian	A more specific term to describe a gay woman.
Bisexual	An individual whose romantic, emotional, and sexual attractions and connections are with persons of different sexes.
Gender Identity	A person's internal sense of themselves as a man, a woman, or something in between.
Transgender	An umbrella term describing individuals whose gender identity or gender expression do not conform to stereotypical masculine or feminine norms. Transgender people are often assumed to be gay or lesbian, but transgender people may be heterosexual, gay/lesbian, or bisexual.
Transsexual	An individual who experiences a conflict between their physical sex and their gender identity as a man or woman. The body they were born with does not match their own sense of who they are or want to be. Many transsexuals undergo medical treatment to change their physical body through hormone therapy or sex reassignment surgery. Transsexual people are often assumed to be gay or lesbian, but are heterosexual, gay/lesbian, or bisexual.
Questioning	A term used to describe individuals who are unsure of their sexual orientation.
LGBT	An acronym for lesbian, gay, bisexual, and transgender.
Queer	Historically, a term that has been used to put down LGBT people, queer has now been reclaimed by some people as a positive umbrella term to refer to LGBT people.
Homophobia	Fear or hatred of LGBT people.
Heterosexism	Cultural and institutional laws, norms, and policies that discriminate against LGBT people.

In the Closet	Keeping one's sexual orientation a secret.
Coming out (of the Closet)	The process of becoming aware of one's sexual orientation, accepting it, and telling others about it.
Being Outed	When someone else reveals a closeted LGBT person's sexual orientation without his or her permission.
Straight Ally	A heterosexual individual who supports LGBT people and speaks and acts against homophobia and heterosexism.

Frequently Asked Questions about LGBT People in Sport

1. **How are LGBT people discriminated against in sport?**
   - In athletics as well as other school settings, individual athletes sometimes call LGBT people names, spread rumors about them, or encourage others to avoid contact with them.
   - Athletes may refer to opponents or people whose sexual orientation is not known with epithets such as, "Get that faggot" or "Bunch of dykes."
   - Coaches sometimes require LGBT athletes to keep their identities hidden or try to encourage the athlete to change their sexual orientation.
   - In extreme cases LGBT people in athletics are physically threatened or their property is vandalized.
   - Some coaches or schools have policies that prohibit lesbians and gays from their teams or they do not give lesbians and gays fair treatment in playing time or coaching attention.
   - Some college coaches play on the fears of high school recruits and their parents by spreading rumors about lesbians or gay men at other schools. This is called negative recruiting.

2. **What does transgender mean?**
   "Transgender," a new word for many people, is the self-chosen term of many people who do not conform in dress, appearance, or identity to traditional gender norms. In other words, females who do not have a "feminine" appearance or identity or males who do not have a "masculine" appearance or identity often identify themselves as transgender. "Transgender" is a term that relates to a person's gender identity, not to their sexual orientation. Transgender people are not necessarily lesbian, gay, or bisexual, but people often assume that their non-conforming gender expression indicates that they are. A related term, "transsexual," refers to people who choose to change their gender through sex reassignment surgery and/or hormone treatment. Many transsexuals also identify themselves as transgender.

3. **How does discrimination against LGBT people affect straight athletes and coaches?**
   When LGBT people in sport are stigmatized, many young men and women go to great lengths to avoid association with lesbians and gay men by monitoring their appearance, mannerisms, and relationships with peers. In women's sports, the lesbian label is often used to discourage women from challenging inequities between men's and women's sports. If women fear being called lesbians, this can be an effective way to intimidate women into accepting less than equal treatment. When young male athletes express hatred of or engage in violence against gays or lesbians, they are acting on irrational fears and prejudice rather than reason and values of respect. When people participate in the harassment or discrimination against any group based on stereotypes and fears, they diminish themselves and do not take advantage of opportunities to learn how to challenge social norms so that everyone is treated respectfully.

4. **In what ways do the experiences of experiences of white LGBT people different from LGBT people of color on teams?**
   LGBT coaches or athletes of color must contend with prejudice against LGBT people as well as prejudice and discrimination because of their race. Because of this, the experiences of LGBT athletes or coaches of color are often different from those of white LGBT people. For example, they may feel less willing to identify themselves as members of two groups who are discriminated against. In addition, LGBT people of color sometimes find it difficult to find support among white LGBT people or straight people of color, which places them in a

difficult and isolated position. The more everyone can understand the connections among different discriminations like racism and heterosexism the easier it will be for people of color who are also LGBT to find support and safety among coaches and teammates of all races and sexual orientations.

5. **How can coaches address the use of "fag" and "dyke" as slurs and put-downs in the game or locker room? By players? By coaches?**
   Prevention is always the best way to address name-calling or put-downs of any kind. Coaches should make it clear as part of team policies that name-calling of any kind by anyone is unacceptable. Coaches and parents can also set a powerful example by avoiding name-calling or put-downs to motivate athletes. When name-calling is used, the situation can be an opportunity to help athletes and coaches understand its negative consequences and how it can affect the overall climate of a team. Coaches who take this opportunity to talk with athletes and other coaches about name-calling will find that it becomes less of a problem and that team interactions improve.

6. **What should coaches do about straight players who refuse to accept LGBT teammates?**
   Many people have prejudices of some kind against different groups of people. Being part of an athletic team can be an opportunity for all athletes to learn how group prejudice is based on demeaning stereotypes that dehumanize individuals and limit our ability to make friends and work together as a team. Encouraging athletes to examine their prejudices through informal discussion and formal educational programs can be helpful for many athletes. It is important to make it clear that, regardless of their individual prejudices, everyone on the team must be treated with respect and dignity. This expectation is crucial to developing effective teamwork and a climate of safety for everyone.

7. **What should coaches do about players who are uncomfortable with lesbians or gay men in the locker room?**
   When players express concerns of this kind, they are usually based on stereotypes that depict lesbians and gay men as sexual predators. When players react out of unfounded fear based on stereotypes, coaches have an opportunity to work with these athletes to help them overcome their fear. In actuality, lesbians and gay men in the locker room are focused on the same things that their heterosexual teammates are: the upcoming game, how or how much they will play, a paper due for a tough class, caring for an injury, or laughing and talking with teammates. Everyone's privacy should be respected in the locker room. No athlete should engage in any activity that invades the privacy of another regardless of sexual orientation. If anyone in the locker room engages in this kind of activity, this behavior should be addressed without regard to sexual orientation.

8. **How can athletes play on a team with LGBT people when their religion is against homosexuality?**
   One of the strengths of democratic living is that tolerance of different religious perspectives is expected. As a result, each member of a team is entitled to her or his personal religious beliefs and should be protected from having others criticize or try to change them. Another strength and challenge of democratic living is working effectively with others even when members of the group do not share common personal beliefs. Learning to interact with teammates respectfully and productively, even when personal or religious values are not shared, is an important skill for all team members. Many schools have non-discrimination policies that require that everyone on a team be treated fairly regardless of sexual orientation or religion. In this case, working effectively across differences is not only a positive value for teams, it is a legal requirement.

9. **What can an athlete do if she or he believes a coach might be discriminating against them because of her or his sexual orientation or gender identity (for example receiving less playing time or coaching attention)?**
The athlete can make an appointment to talk to the coach and ask him or her to help them understand the coach's decisions. The coach may have performance or strategic reasons that she or he can explain to the athlete. If the athlete still believes that the coach is singling her or him out for unfair treatment, he or she can ask a teammate whose opinions they respect and in whom they can confide for their perspective. If the athlete still believes that they are being discriminated against, she or he can contact the office on campus that addresses discrimination at the school. Usually these contacts are confidential and, once the athlete gets more information from this office, she or he can decide how to proceed with the complaint through informal or formal procedures. There are also national organizations that provide legal assistance to people who think they are being discriminated against because of their sexual orientation or gender identity: National Center for Lesbian Rights, American Civil Liberties Union, Gay and Lesbian Advocates and Defenders, Lambda Legal Fund.

10. **What can a coach do when a parent, recruit, or a reporter asks, "Do you have lesbians/gay men on your team?"**
Perhaps the most accurate response to a question like this is "I assume so" or "I assume we will have in the future or have had in the past." Coaches can then follow up with this question, "Why do you ask?" to invite the asker to elaborate on her or his concerns. Coaches could also say that they expect to have a diverse team and see this as a great opportunity for athletes to learn how to respect differences and still work together as a team. In any case, the idea that having lesbians or gay men play on a team or coach a team is becoming much more accepted in athletics as stereotypes are increasingly challenged and as coaches take more leadership in setting a respectful tone. The more coaches can take questions like this in stride and respond without fear, the less a problem it will be.

11. **What can a coach do if a player comes out to her or him?**
First, the coach can be proud to have developed a trusting relationship with the athlete that enables the athlete to feel that she or he can come to the coach with this information. Coming out to a coach, who has power over an athlete's career, can be a great risk. Second, the coach must respect the athlete's confidentiality. This personal information is the athlete's to share with others, not the coach's. If the athlete is seeking counseling, the coach can provide information about school counseling services or other resources that are gay-friendly. The coach can reassure the athlete that he or she respects his or her privacy and can ask for the athlete's advice on how to best support her or him. Many coaches in this situation want to be helpful, but do not believe they know what to do. Coaches can rely on their best instincts for how to respond to any athlete who shares important personal information with them. Coaches do not need to be an expert to respond in a positive and supportive way to an athlete who comes out to them. If coaches need to consult with someone, they can contact resources on their campus, in the community, or talk to another coach who can provide information, support, or guidance.

12. **What can a coach do if a player wants to come out to the team?**
Young lesbian and gay athletes have many reasons for wanting to publicly claim their identities. Keeping such an important secret about oneself is stressful and has negative effects on athletic and academic performance as well as relationships with friends, family, and teammates. It is unfair to ask an athlete who wants to come out to teammates to keep

a secret that has such debilitating effects. Coaches might advise the player to consult with a counselor first to talk about this decision and to decide how to do it in the most positive way. The coach in this situation plays an important role in making sure that the player who is coming out is supported and ensuring that the rest of the team responds in a positive way. Coaches can find resources at their school or on the Internet to help them develop a plan to support the player and her or his teammates. This courageous decision by a gay or lesbian athlete to live openly and honestly can have positive effects on her or him as well as the rest of the team when the coach takes leadership to ensure a positive reaction.

13. **Why are some women athletes so concerned about appearing ultra-feminine off the playing field?**
Unfortunately, the lesbian label in women's sports is still used in an attempt to intimidate some women athletes, to make women feel as if they do not belong in athletics, or to make them feel self-conscious about their athleticism. Though this is changing, some women still try to accentuate their feminine appearance or their heterosexual interests as a way to "prove" that they are not lesbians. In actuality, a woman's appearance is unrelated to her sexual orientation, but femininity is stereotypically associated with heterosexuality. We are still working toward a sports world in which athleticism is a human quality unrelated to gender or sexuality. The more women and men can express their genders in ways that are comfortable for them rather than to conform to gender stereotypes or avoid being called gay, the closer we will be to this ideal.

14. **Why don't more LGBT athletes and coaches come out?**
When LGBT athletes and coaches keep their identities a secret, it is usually because they fear being discriminated against or harassed. They also fear losing friends or being ostracized by their teammates or families. Sometimes LGBT athletes and coaches believe that coming out would distract attention from their athletic accomplishments and put them in the public spotlight for their sexuality rather than their own individual or their team's performance. As more schools, coaching associations, and other athletic governing organizations enact inclusive non-discrimination policies and sponsor educational programs for athletic staff and athletes, the climate in athletics will become safer for more LGBT athletes and coaches to identify themselves. This in turn will reduce discrimination and harassment as other athletes and coaches, as well as fans and the public learns to accept LGBT athletes and coaches as a part of the athletic arena.

15. **Will having "out" athletes or coaches affect "team chemistry?"**
No single response adequately answers this question. Some teams do not respond well to having an openly lesbian or gay teammate or coach, and their ability to work together suffers. Some teams improve their "team chemistry" after learning that one of their members is gay or lesbian; it draws the team closer together, and they perform better. How a team responds depends on several factors, which team captains, coaches, and athletic directors can take some leadership to address. A team's response is guided by how these leaders set the tone, how supportive they are, how they integrate this new information into the day-to-day life of the team, and how they set expectations for respectful interactions among the team. If a coach perceives this situation as a team crisis or is not supportive of the individual athlete, it is much more difficult for a team to overcome the prejudices and fears of some team members and team chemistry can be negatively affected. On the other hand, when athletic directors, coaches, and captains take leadership, an opportunity is opened for everyone to learn and grow and a team can improve their ability to work together on and off the playing field.

LGBT SAFE SPACE

We invite you to declare your school and athletic department a safe space for LGBT athletes to enjoy the benefits of sports participation like everyone else. We hope that you will declare and enforce a zero-tolerance policy for any anti-LGBT sentiment expressed verbally or behaviorally among athletes and between coaches and athletes. We understand that educating ourselves around the complexities involved in LGBT issues takes time and we don't expect you to know everything already. We invite you to simply create a "Safe Space" to engage in open and honest dialogue so that respect for difference is developed over time. We are providing you with a sticker: putting it up in your office or in the team locker room, or in your gym is an easy way to assert your commitment, as a team member in the effort, to make athletics SAFE FOR ALL athletes who wish to participate. You are only required to maintain an open mind and be willing to be an ally to LGBT athletes who might look to you for support, or to heterosexual athletes who would like more information in order to be supportive allies themselves.

WHAT IS AN "LGBT SAFE SPACE"?

An **LGBT SAFE SPACE** is any place where lesbian, gay, bisexual, transgender, or heterosexual students can feel free from harassment and discrimination on the basis of sexual orientation.

An **LGBT SAFE SPACE** is any place where students can go to talk about issues of sexual orientation without fear of being judged.

An **LGBT SAFE SPACE** is any place where students can get information about programs and resources available to help answer questions about issues of sexual orientation.

An **LGBT SAFE SPACE** is any place where students can feel comfortable being open about their sexual orientation.

An **LGBT SAFE SPACE** is any place where relevant discussion of lesbian, gay, bisexual, and transgender issues is welcome.

An **LGBT SAFE SPACE** is any place where respect is mandatory.

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Case Studies for Discussing LGBT Issues in Athletics

The following series of case studies describe a variety of situations in which athletes, coaches, and athletic directors must make decisions about how to resolve questions of prejudice, harassment, or discrimination directed at LGBT coaches or athletes. Some of the case studies are better suited to high school and others are better suited for college settings.

Discussing the case studies can be an effective way to identify problems and solutions that promote fairness, respect, and safety for LGBT and heterosexual participants. Choose one or more cases for participants to discuss depending on the time available. Dividing the group into smaller groups, each with a different case study to discuss and report on to the larger group, is an effective way to encourage more participation.

Three discussion questions and a list of suggested topics to address in the discussion accompany each case study.

Case Studies for Discussing LGBT Issues in Athletics

Ultimate Frisbee is a "Faggot" Sport

The coach of the boys' ultimate Frisbee team asks to talk with the boys' baseball coach just before practice one afternoon. She tells him that the ultimate team has complained that, in the locker room, several baseball players have been calling them "homos" and saying that ultimate is a "faggot sport." An ultimate player found a male nude pin-up picture taped to his locker, and several baseball players laughed at him and made sexual gestures directed at him when he found it. The ultimate coach asks the baseball coach what ideas he has so they can address this behavior together. The baseball coach laughs and tell the ultimate coach that she is overreacting and that it is all just meant as inter-team rivalry and teasing. He doesn't see what the big deal is and tells her to lighten up.

Case Study Questions:

- How would you define the problem in this situation?
- What action suggestions would you make to the coach to address the problem?
- What action suggestions would you make to the athletes to address problem?

Topics to Discuss:

- Use of anti-gay slurs to put down sport and athletes not thought of as "manly"
- Anti-gay slurs – climate for gay athletes on either team – student rights law
- Traditional jock culture – learn to take it
- Harassment acceptable – teasing
- Same-sex sexual harassment – legal concern

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Case Studies for Discussing LGBT Issues in Sport

Basketball Player Joins The GSA

One of the players on the girls' basketball team has joined the school GSA. She is wearing a rainbow pin on her basketball jacket in school. She has also cut her hair very short and has a streak of green in it. Several of her teammates are very upset with her because they are concerned that people will think the whole team is gay because of her. This is causing problems on the team. No one wants to change near her in the locker room, and the team is not working well together when she is on the floor. The coach finds out about this because she overhears two players discussing it in the locker room after practice.

Case Study Questions:

- How would you define the problem in this situation?
- What action suggestions would you make to the coach to address the problem?
- What action suggestions would you make to the athletes to address problem?

Topics to Discuss

- Assumptions about sexuality based on dress, hair, member of GSA
- Concern of girl athletes that people will think they are gay because they are athletes or associated with teammate perceived to be lesbian
- Stereotypes/fears of lesbians as sexual threats
- Wearing pin on team jacket
- Effects on team performance
- Effects of differences on "team chemistry"
- Girls in sport and "proving" heterosexuality

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Case Studies for Discussing LGBT Issues in Sport

Parents' Concerns About College Teams

The star pitcher on the softball team has been getting many contacts from college coaches who want to recruit her to their programs. Her parents come to the coach for advice about how to choose among the schools. Her father asks the coach what she knows about the coach or anything about the "lifestyle" at one of the colleges his daughter is considering. He praises the high school coach for being a good role model for his daughter because she a married with children, and he wants the same for his daughter's college coach. Though he does not say it directly, the coach assumes he wants to avoid sending his daughter to a school where there might be a lesbian coach or lesbians on the team.

Case Study Questions:

- How would you define the problem in this situation?
- What action suggestions would you make to the coach to address the problem?
- What action suggestions would you make to the athletes to address problem?

Topics to Discuss

- Assumption that lesbian coaches are a threat, not a good role model
- Assumption that the high school coach is straight, shares his beliefs about lesbians
- Assumption that having a lesbian coach might make his daughter a lesbian

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Case Studies for Discussing LGBT Issues in Sport

Gay Lacrosse Player

A boy on the lacrosse team has come out at East High. Despite the coach's concerns about the publicity for his team, the town newspaper featured the gay player in an article about gay teens. Other school teams in the league have found out that East High has a gay lacrosse player. During the preseason, there is a lot of talk from other teams about how they will be out to get the "faggot" during games. Most of the East High team has rallied around their gay teammate, but a few resent that he is "putting it in people's faces" and embarrassing their team. These boys were in a fight one Friday night with players from another school who called them "fag lovers."

Case Study Questions:

- How would you define the problem in this situation?
- What action suggestions would you make to the coach to address the problem?
- What action suggestions would you make to the athletes to address problem?

Topics to Discuss

- Being out as "putting it in people's faces"
- Fears of association with gay teammate
- Having a gay teammates is an insult
- Need to defend "manhood" with violence
- Threats of violence against gay athlete
- Having a gay teammate as an embarrassment

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Case Studies for Discussing LGBT Issues in Sport

Inseparable Teammates

Two players on the girls' field hockey team are inseparable. They are together everywhere. They come to practice and leave together every day. They eat lunch together in the cafeteria. They always sit together on the bus traveling to games. Some of the rest of the team is starting to call them "the girlfriends" and make comments about them when they are not there. One Saturday afternoon the coach sees them holding hands in the town park. They do not see her.

Case Study Questions:

- How would you define the problem in this situation?
- What action suggestions would you make to the coach to address the problem?
- What action suggestions would you make to the athletes to address problem?

Topics to Discuss

- Assumption that they are lesbians because they are close
- Effect on team dynamics of having two players split off
- Dealing with lovers on a team – what's fair to them and the team
- Reactions of rest of team to having lesbian partners on the team
- Potential for problems from parents, others

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Case Studies for Discussing LGBT Issues in Sport

Swimmer Comes Out to Coach

A member of the boys' swim team waits around after practice to talk with his coach. He is fidgeting and reluctant to say what is on his mind. Finally, with some encouragement from the coach, he manages with much difficulty to say that he thinks he might be gay and that he does not know what to do. He says he doesn't want his parents to know because his dad will "go wild."

Case Study Questions:

- How would you define the problem in this situation?
- What action suggestions would you make to the coach to address the problem?
- What action suggestions would you make to the athletes to address problem?

Topics to Discuss

- Being "approachable"
- Knowing how to respond if an athlete comes out
- Confidentiality issues
- Having resources available

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Case Studies for Discussing LGBT Issues in Sport

Silence is Not Golden

During a discussion in an athletic department meeting about gay athletes and the possibility of scheduling an in-service program on this topic, one of the coaches expressed his belief that he doesn't care about the sexuality of his athletes. He sees no need for the in-service program. He thinks this is a "non-issue," and he treats all athletes exactly to the same so there is not a problem on his teams.

Case Study Questions:

- How would you define the problem in this situation?
- What action suggestions would you make to the coach to address the problem?
- What action suggestions would you make to the athletes to address problem?

Topics to Discuss

- Is treating all athletes the same, making athletics safe for LGBT students?
- What might the coach learn that would be useful?
- What other aspects of being in athletics besides the coach's actions and beliefs are important to address?

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Case Studies for Discussing LGBT Issues in Sport

Sexism and Homophobia

The girls' softball team approaches their coach because they are very upset about the "reputation" that softball players have. Boys on the wrestling, ice hockey, and football teams are calling some of them "sir" and teasing them about being "she-men." They want the coach to institute a dress code for the team requiring them to keep their hair at least shoulder-length and to wear dresses or skirts on game days.

Case Study Questions:

- How would you define the problem in this situation?
- What action suggestions would you make to the coach to address the problem?
- What action suggestions would you make to the athletes to address problem?

Topics to Discuss

- Attacking girl athletes for their "masculinity"
- Girls feeling defensive about their athleticism
- Connections between gender roles, sexism and homophobia

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Case Studies for Discussing LGBT Issues in Sport

Softball Player Comes Out

Two seniors on the women's softball team learn that one of their teammates is planning to come out as a lesbian during a campus forum sponsored by the school GLBT alliance. They pull her aside and warn her not to do this for "the good of the team." They tell her that the whole team will get a "gay reputation" if she goes through with her plan. They also warn her that doing this could jeopardize her relationships with her teammates and chances to be elected team captain the following year. One of the players tells the coach what is going on in the hope that the coach will prevent her teammate from coming out.

Case Study Questions:

- How would you define the problem in this situation?
- What action suggestions would you make to the coach to address the problem?
- What action suggestions would you make to the athletes to address problem?

Topics To Discuss:

- Assumption that having an out lesbian teammate will have a negative effect on the team
- Concerns about people assuming that the whole team is lesbian
- Damaging effects of keeping an important secret about yourself from people you are close to
- Ways that teammates could support rather than discourage a lesbian teammate who wants to come out

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Case Studies for Discussing LGBT Issues in Sport

Baseball Players Harass Basketball Players

The women's basketball coach approaches the men's baseball coach to discuss a situation she thinks is grounds for a sexual harassment claim against two members of the men's baseball team. She tells him that two women basketball players are roommates in one of the residence halls. The women players claim that, after they declined to date the baseball players, they have been receiving late night phone calls from them in which they make crude sexual comments. The women also say that the baseball players have scrawled, "dykes live here" in permanent marker on the door of their room. When confronted by their coach, the baseball players deny writing the slur on the women's door and tell the coach the phone calls were all a joke and that they didn't mean any harm.

Case Study Questions:

- How would you define the problem in this situation?
- What action suggestions would you make to the coach to address the problem?
- What action suggestions would you make to the athletes to address problem?

Topics To Discuss:

- Sexual harassment and creating a hostile environment
- Sexual harassment as a violation of law
- Connections between sexism and homophobia
- Use of the lesbian label to try to humiliate women athletes
- Importance of men and women coaches working together to help athletes understand the seriousness of sexual and other forms of harassment
- Note that, because the women athletes told their coach and were aware of what constitutes sexual harassment, the situation was in the process of being addressed

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Case Studies for Discussing LGBT Issues in Sport

Transgender Field Hockey Player

During her first two years on the team, one of the players on the women's field hockey team has been repeatedly harassed by opposed teams who call her "sir" and ask her why a "guy" is playing on a woman's team. She is tall with short hair, muscular, and an excellent player. Some of her own teammates are also uncomfortable with her appearance. They are embarrassed because they think she presents a bad image for the team. Some of her teammates assume she is a lesbian because of her appearance. She has confided in her coach that she identifies as transgender and does not feel comfortable identifying herself as a man or a woman. She says she is tired of the harassment and assumptions made about her by opponents and her own teammates. She is thinking about quitting the team.

Case Study Questions:

- How would you define the problem in this situation?
- What action suggestions would you make to the coach to address the problem?
- What action suggestions would you make to the athletes to address problem?

Topics To Address:

- Harassment of player who does not conform to traditional gender norms
- Women athletes who are afraid of being perceived as unfeminine or are uncomfortable with other women who are not feminine
- Assumption that people who do not conform to traditional gender norms are lesbian or gay
- Ways the coach can address the problem with the team, with opponents
- Ways team captains provide some leadership

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Case Studies for Discussing LGBT Issues in Sport

Black Gay Sprinter

One of the sprinters on the men's track team is a black gay man. He has not told any of his teammates or his coach that he is gay. He knows that one of the middle-distance runners and a shot putter is also gay, but they are white. They are out to the team. He is comfortable with being gay, but worries that his black teammates will not accept him. He has been with them when they have made fun of the white gay athletes on the team. He already feels isolated at the school because it is in a rural, white town and athletes at the college are practically the only people of color around. He has experienced numerous incidents in the classroom and in the town where white people have made assumptions about him because he is black or treated him differently than they treat white students. The coach, a white man, cannot understand why this athlete is such a loner even with his black teammates.

Case Study Questions:

- How would you define the problem in this situation?
- What action suggestions would you make to the coach to address the problem?
- What action suggestions would you make to the athletes to address problem?

Topics To Address:

- Effects of racism on athletes of color compounds the effects of homophobia
- The damaging effects of keeping a secret about yourself from friends
- The isolation black gay athletes can feel from straight black teammates and white gay teammates
- How white heterosexual coaches can learn to be more attuned to the effects of racism and homophobia on athletes both in and out of athletics
- Ways black straight and white gay teammates can support black gay teammates

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Case Studies for Discussing LGBT Issues in Sport

Gay Football Captain

One of the captains of the football team, a popular and respected starter, recently told his teammates and coaches that he is gay. The head coach and most of the team have enthusiastically rallied around him. A few players have come to one of the assistant coaches expressing concerns about being in the locker room with a gay man. This assistant coach, who objects to homosexuality on religious grounds, has told the head coach he has mixed feelings over how to reconcile his religious beliefs with having an openly gay player on the team. The head coach, though supportive of his captain, is concerned that this situation will affect team unity and performance.

Case Study Questions:

- How would you define the problem in this situation?
- What action suggestions would you make to the coach to address the problem?
- What action suggestions would you make to the athletes to address problem?

Topics To Address:

- The importance of LGBT athletes being about to come out to teammates because of the negative consequences of keeping an important secret about yourself
- Fears some people have about being in locker rooms with gay men or lesbians are based on stereotypes and assumptions that stigmatize lesbians and gay men unfairly
- Coaches or athletes who do not approve of homosexuality can still be committed to the right of LGBT athletes to a safe and discrimination-free athletic environment
- The leadership provided by coaches and team captains can determine whether or not the presence of an openly gay or lesbian player will hurt or help team unity

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Case Studies for Discussing LGBT Issues in Sport

Lesbian Soccer Coach

It has been a tough season for the women's soccer team. Though preseason predictions were high, the team has failed to live up to expectations. The coach has not come out to her team, but it is common knowledge among her players that she is a lesbian who lives with her partner, the women's softball coach. She is in the final year of her contract. As the team sinks lower in league standings, dissension on the team has increased. One faction of the team is claiming that the coach is favoring the lesbian players with more playing time and believes this is one cause of their dismal season. The same players also complain that having two lesbian teammates who are in a relationship with each other makes the rest of the team uncomfortable and affects their play on the field. They go to the athletic director with their complaints stating their preference for a male coach next year.

Case Study Questions:

- How would you define the problem in this situation?
- What action suggestions would you make to the coach to address the problem?
- What action suggestions would you make to the athletes to address problem?

Topics To Address:

- The ways that homophobia can become more of an issue when the team is not performing well and the lesbian coach and players are blamed for the team's poor showing
- When homophobia is not addressed, it is more likely that heterosexual athletes will act on their prejudices and fears.
- The issue of lesbian teammates in a romantic relationship needs to be addressed through the establishment of policy to guide decisions that are fair to the players involved and the team
- The sexism involved in the assumption that having a male coach would help the team perform better and would eliminate unresolved interpersonal issues on the team

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An Administrator's Guide
To Handling Anti-Gay Harassment

To protect and support a targeted young person, you should:

- ***assure the targeted student that:***
  - you take what happened seriously.
  - you believe he or she deserves a safe learning environment.
  - he or she is ***not*** required to talk face-to-face with the offenders, even with a mediator present
  - (bias-based harassment is substantially different from ordinary peer conflict).
- ***offer the targeted student:***
  - first aid, if necessary, and a private room in which to recover and a telephone in case he or she wants to call a parent or guardian or some other responsible adult (e.g., counselor, spiritual advisor) or the police.
  - the chance to tell his or her side of the story.
  - help to problem-solve ways he or she might protect him or herself in the future … but make *very* clear that you are not assuming that he or she is to blame for what happened.
  - the option of removing him or herself from danger (e.g., to drop the class where the harassment is happening, to change for PE somewhere else, etc.) … but recognize that this might contribute to his or her social isolation, hence feeling more like punishment than protection.
- ***remove the offenders*** from the situation (transferring them to a different PE class, banning them from the bus, etc.).
- ***arrange for staff to be present*** wherever the harassment has been occurring (e.g., in the south corridor before and after lunch or next to the basketball court during second grade recess).
- ***encourage the targeted student to report retribution,*** if the offender(s) are disciplined, but also ***arrange for your staff to be vigilant*** so that if there is retribution the targeted young person won't have to be the only one reporting it.
- ***keep a record*** of the events in the permanent files of the targeted student, with his or her permission, and of the offenders, if there has been any disciplinary action. Also keep an incident report on file in a malicious harassment log, so that patterns can be discerned and on-going problems can be addressed.

To investigate what happened, you should:

- ***interview all the witnesses***, as well as the protagonists, so that if the offenders are disciplined, it will not be *only* the targeted student who turned them in.
- ***involve the police*** if you believe a crime may have been committed (including malicious harassment), or ***Child Protective Services,*** especially if you believe a child is in serious jeopardy of further harm.

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To discipline and educate the offenders, you can:

- ***explain to them why*** their behavior is so wrong, beyond its simply violating a rule.
- ***reprimand them*** in a serious no-nonsense tone.
- ***warn them*** that if the behavior continues they'll be disciplined.
- ***require them*** to write a note of apology or to make restitution or do relevant community service.
- ***discipline them*** in a way that is consistent with what is done for other forms of malicious harassment (for example, if the offender used a gay slur while hitting someone, you might want to discipline him/her not just for assault but in whatever way an assault accompanied by a racial or religious or disability-related slur would be handled).
- ***call their parent(s) or guardian(s),*** if the offenders are students.
- ***counsel them***, if the offenders are employees, and if their actions don't improve, ***use progressive discipline.***

To support your staff, you should:

- ***assure a targeted staff person that:***
  - you take what happened seriously.
  - you believe he or she deserves a safe working environment.
  - you will do everything in your power to make sure school is safe for him or her.
  - you will not tolerate retribution for his or her having reported the incident.
- ***consider an employee's professionalism and competence to be the ONLY criteria for working in your school*** and say so to any student, employee, or parent who questions whether someone they perceive to be gay belongs in this career.
- ***provide your staff on-going training*** in how to enforce your school's malicious harassment policy ... how to intervene, educate, discipline, and protect students, visitors and staff.
- ***follow up when an employee enforces your school's harassment policy,*** ensuring that the offending student knows that you endorse what the teacher (secretary, counselor) said were the rules.

To prevent future incidents, you should:

- ***announce a firm anti-harassment policy*** (one which explicitly prohibits orientation-based harassment along with other forms of harassment and which spells out specific consequences) in faculty meetings and student assemblies every year.
- ***educate your student body*** so that even if they don't like homosexuality they will not turn a deaf ear on harassment. Education should dispel stereotypes, provide accurate information, and build students' skills for standing up for themselves and their peers non-violently.

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For the sake of consistent, aggressive policy enforcement:

- ***inform your supervisor*** (superintendent, school board president, or whomever you report to) of serious infractions of your school district's harassment policy, especially if you take disciplinary actions and you have the slightest concern that your judgment will be challenged. Your supervisor can support you only with full understanding of your investigation and conclusions.

The bottom line is ...

Legally and ethically, you must do whatever is necessary to stop harassment against all students and staff, including those who are perceived to be gay. When they are safe, teachers can teach and students can learn.

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An Educator's Guide
To Intervening In Anti-Gay Harassment

First, stop the behavior:

- *Cut it out!*
- *Keep your hands to yourself!*
- *That's way out of line!*
- *Stop it right now!*
- *Out of the room!*
- *Whoa, that is **not** OK!*
- *Leave him alone!*
- *Hey, that was uncalled for!*
- *That is unacceptable!*
- *(Name of offender), I said knock it off.*

Then educate:

- *That was a stereotype. Stereotypes are a kind of lie and they hurt people's feelings.*
- *That was a putdown. I don't think it belongs at (name of school).*
- *You may not have meant to hurt anyone, but that was a really derogatory gesture ... It implied he was gay in a really disrespectful way.*
- *That's bullying. It's against school rules. And besides what business is it of yours if somebody's gay?*
- *That's mean and it's sexual harassment. It could get you suspended.*
- *Do you guys know what that word means? It's a put-down for a gay man. That's like putting down people of a different race from yours or a different religion.*
- *She may or may not be lesbian, but writing graffiti and spreading rumors is wrong.*

Educating is a crucial step.

It is not enough to stop the behavior. Students may interpret a simple, "Stop it right now!" to mean that it is OK to bully Johnny, but not during math. And while stopping to educate may take a moment in the short run, it will save time and energy, not to mention some child's heart, in the long run. And that child might not be the one who was targeted. It might be the bystander or the bully. You may be preventing a much more serious assault or a suicide down the road. It is worth the extra moment.

Do you educate on the spot or take the offender aside and educate in private?

Sometimes one is more appropriate; sometimes, the other. On the one hand, the target and the witnesses need to hear what you have to say. It can be a very valuable chance to model standing up for someone. And it can reassure them that your classroom really is a safe space. However, allowing the child who said the slur to save face *may* lead to sincere regret and changed behavior. And pursuing the issue at length in front of the target may only embarrass him or her. Use your professional judgment. The point is to support and educate *all* the children.

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What if the offender retaliates against you for speaking up, by demanding, "Why do you care? Are you gay?"

You have lots of choices:

- You can ask, *"Why? Do you think only gay people have the courage to stand up against bullying?"*
- You can say, *"I hope I would speak up about meanness no matter* ***what*** *my orientation was!"*
- You can answer the question honestly. For example: *"No, but what difference does my sexual orientation make?"* or *"Yes, I actually am. But the issue here is that you are harassing Chris, Pat. That's not OK in my class or in any other class in this school!"*
- You can decline to respond, falling back on previously established classroom ground rules, *"That's a really personal question. Remember we had a class ground rule that we would all protect our own, and other people's, privacy here? And anyway, I think my identity is irrelevant."*

Of course, some students will assume that you would not be declining to answer if you were really heterosexual. ***If you are heterosexual,*** being ambiguous about it may be difficult for you, while it provides a valuable learning experience for your students. ***If you are actually a sexual minority,*** ambiguity may be almost as emotionally and practically risky as coming out.

On the other hand, ***authenticity is a very important component in developing a climate of community and trust in the classroom***. So there is something to be said, if the political climate in your school and district allows it, for a genuine answer to a direct question, even if the question is a defiant, angry one. Young people need sexual minority role models who are not afraid to be open and openly heterosexual role models who object to anti-gay harassment and violence.

Again, your professional judgment must ultimately determine how you respond. The point is to think about it ahead of time and to ***practice*** how you will handle this kind of situation, so that your fear won't get in the way of protecting children.

What if I am not sure I have my administrator's support?

You still have a moral and legal obligation to protect every student from harassment and violence. So do stand up for targeted children.

But ***definitely*** talk with your supervisor about the problem, before you begin to intervene in it. Share a copy of the Safe Schools Report, *"They Don't Even Know Me: Understanding Anti-Gay Harassment and Violence in Schools."* Discuss examples of harassment and ostracism you have witnessed in your own building or about which students have told you.

If your supervisor agrees that something must be done, make a proposal. Explain how you would like to address the problem. Try to agree on a strategy.

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If your supervisor explicitly forbids you from intervening in peer-on-peer anti-gay harassment, do ***not*** become "insubordinate." Talk with your union representative. If you don't belong to a union, or if your union is unresponsive, contact:

- GLSEN, the Gay Lesbian Straight Education Network (212-727-0135 or www.glsen@glsen.org)
- Lambda Legal Defense and Education Fund (212-809-8585 or lambdalegal@lambdalegal.org)
- Or, in Washington state, the Safe Schools Coalition (1-888-3079275 or www.intervention@safeschoolscoalition.org).

But defying an explicit directive can jeopardize your job. We don't recommend it.

If, on the other hand, you leave the conversation with your supervisor still unsure of where you stand, and if you happen to be gay, lesbian, bisexual, or transgender, we would urge you to find a way to object to bullying that doesn't require your "coming out." We know that young people need role models, but without your supervisor's support, it can be professionally risky to be honest … and losing you altogether as their teacher will clearly not help your students.

The bottom line is ...

Legally and ethically, you must do whatever is necessary to stop the harassment against children and teens who are perceived to be gay. Seeing you stand up against bullying will make every child, gay and straight alike, feel safer at school. Only when they feel safe, can students learn.

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A Family's Guide
To Handling Anti-Gay Harassment

First, take pride in your child's trust. Only half the young people who experience anti-gay harassment feel safe going to their families for help. Your child clearly sees you as a resource.

Then, support your child:

- Listen. If you ask questions, try to make them supportive, not blaming, questions.
- Make sure your child knows that you …
  - Love and believe in your child, no matter how you may be feeling about the fact that he or she is gay or lesbian (or *may* be gay or is *perceived* to be gay).
  - Do not blame him or her for what happened or think he or she "deserved" what happened.
  - Are upset that it happened – but angry not at your child, just at the offenders and those who let them think it was OK to hurt someone they thought was gay.
  - Will do what you can to make sure school is a safe place for him or her.

You may want to gather information and support for yourself:

- Call a trusted school counselor, nurse, teacher, administrator or social worker.
- Contact another parent. Try PFLAG, Parents Families and Friends of Lesbians and Gays: Phone: 202-638-4200, E-mail: info@pflag.org. If your child was the victim of a hate crime, contact FUAH, Families United Against Hate: 202-467-8180, ext. 217; E-mail: lwmahfuz@pflag.org
- Contact an advocate. Try GLSEN, the Gay Lesbian Straight Education Network (212-727-0135 or glsen@glsen.org) or, in Washington state, The Safe Schools Coalition (1-888-307-9275 or intervention@safeschoolscoalition.org)
- Contact a local community resource, such as a gay-friendly minister or counseling agency. In Washington state, you can find these resources in the Supplement to the Safe Schools Resource Guide, online at: www.safeschoolscoalition.org
- Find a book at your local library. These are a few ***written by and for parents:***
- ***Beyond Acceptance: Parents of Lesbians and Gays Talk About Their Experiences***, C. Griffin, M. Wirth and A. Wirth, 1997. ISBN: 0312167814. Written by parents, for parents, this book honors the pain and isolation many people feel when they discover their child is gay, while offering a map for a journey to acceptance. NY: St. Martin's Press. $12.95.
- ***Trans Forming Families: Real Stories about Transgendered Loved Ones***, M. Boenke, 1999. ISBN: 0966327217. This book is a collection of stories by mothers of very young gender variant children, parents of adult transgendered folks, spouses and partners, grandparents, siblings and friends. Stories of profound caring. Web site: www.aiyiyi.com/transbook. Waterford Press. $13.95.

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Next, you may want to talk with your child's teacher, if the problem is confined to a specific classroom:

- **Explain what happened** and what makes you think the harassment or violence was ***bias-based.***
- **Explain that you want the teacher's help** to ensure your child's emotional and physical safety at school and in transit.
- **Discuss** with the teacher ...
  - How the ***investigation*** will be handled and how your child's safety might be considered in that process
  - What the possible ***disciplinary*** outcomes are, if the offender(s) is/are identified, and whether that is ***consistent*** with the way other forms of malicious harassment are generally handled.
  - What the teacher will do to ***stop*** the harassment from continuing ... by the same offender(s) or any others.
  - What the teacher will do to reduce the chances of ***retribution*** against your child for speaking up and what to do if there is retribution despite his/her best efforts.
  - What the teacher will do to avoid a ***recurrence*** of the harassment ... against your child or anyone else's child next semester or next year.
- **Send the teacher a letter** thanking him/her for meeting with you and spelling out your understanding of what was agreed upon. Keep a copy of the letter.

If meeting with the teacher doesn't stop the abuse, or if it is happening in the halls and on the playground rather than in a single classroom, you may want to go through exactly the same steps ...

- with your ***principal,***
- and if that doesn't solve the problem, with the assistant superintendent or the ***superintendent,***
- and if that doesn't solve the problem, with the ***school board president***.

If you do find yourself climbing this ladder of responsibility,

- Keep in mind that each new individual with whom you speak must care about children or he or she probably would not have become an educator. You have this in common, although of course you know and love your own child better than anyone does.
- Keep track of all the events, including dates, times, and witnesses to each act of harassment and each meeting of adults.

Do not hesitate to involve the police if your child is the victim of a crime ...
if, for example, his or her belongings were damaged or stolen or your child was threatened or physically injured because the offender thought she or he was gay or lesbian.

- In Washington state, you should tell the police officer that the crime you are reporting is *"malicious harassment as defined by RCW 9A.36.080."* Stress that the crime was motivated by hate based on perceived sexual orientation. You don't have to say whether the child is actually gay, and you shouldn't be asked.

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- Describe *in detail* the hate or prejudice that was expressed and what caused your child to fear harm. For example, *"They called him 'faggot' and said they would 'kick his butt.'"* Or, *"They asked her why 'dykes' liked other girls and said they would 'teach her to like boys.'"* If your child has any physical pain, make sure it is written down in the police report. Get the incident number from the officer and ask how to get a copy of the police report. Get the officer's name and badge number.

Some people also decide to:

- Contact the United States Department of Education's Regional Office for Civil Rights ... Phone: 1-800-421-3481, TDD: 202-205-5166; E-mail: OCR@ED.Gov; Web site: www.ed.gov/ocr
- Contact a lawyer about bringing a "civil suit" against the offenders:
  - Lambda Legal Defense and Education Fund (212-809-8585 or lambdalegal@lambdalegal.org)
  - American Civil Liberties Union (212-549-2585 or find your local chapter: http://www.aclu.org/community/community.html)
  - ACLU of Washington State: Phone: 206-624-2180; 705 2nd Ave. Suite 300, Seattle, WA 98104; Web site: www.aclu-wa.org

The bottom line is ...

Your child deserves a safe education no matter what his or her race, religion, sex, sexual orientation, language of origin, or physical or mental abilities. You obviously agree or you wouldn't have read this far. Your child is lucky to have you for a parent. Together, you can help your school become a safe place.

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A Student's Guide to Surviving Anti-Gay Harassment and Physical or Sexual Assault

The first thing is to get safe...

You can:

- Tell the person to back off (You can say something like, "Maybe you didn't mean anything by it, but ..." or, something more angry than educational, such as, "Cut it out! Get your hands off me!"). But ***don't escalate*** the situation by calling the offender names or threatening to get physical.
- Defuse the situation, if it seems to be getting physical ("Never mind; let's forget it."), and go to a safe place.

Think about your possible choices:

- Is there a safe place nearby? Are there people close by who could help you?
- Is there more than one assailant? Does the assailant have a weapon? Could you use your voice and your body to protect yourself by yelling, running away, fighting back, or attracting someone's attention?
- Sometimes people decide that not resisting is the best way to minimize physical injury or further danger.

However you respond, remember that the assault is not your fault.

After you are safe...

Tell someone you trust:

- Talk with someone you trust, someone you feel safe and comfortable with, such as a good friend.
- Tell an adult. Maybe there's an adult *at school* whom you trust ... a particular counselor or teacher, the nurse, the principal, a school security person, or whomever you trust most. If that doesn't work, ask their supervisors for help. Go to the school board if necessary.
- Maybe you feel you need to go outside the school for help, to a parent or guardian or a family friend. Whomever seems safest, do tell an adult. As understanding as a friend your own age may be, there are some times when only an adult can provide protection or legal advice or that sort of thing.
- Write down everything that happened (who said and did what, the time and place, and who was involved, including witnesses).

Treat the assault seriously:

Even if other people minimize what happened by acting as if it doesn't matter or by saying that it's not "that bad," physical and sexual assault are very serious. And verbal harassment can feel like torture. **You deserve to be safe.**

Understand that you may have many different kinds of reactions to the assault:

Sometimes people who are assaulted feel upset, angry, scared, ashamed, or hopeless. Other people don't feel anything. There is no "right" way to feel after an assault.

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Rights of
Lesbian, Gay, Bisexual, and Transgender Athletes

Lesbian, gay, bisexual, and transgender athletes have the right to:

- **Be proud of who they are**
- **Be physically safe**
- **Be as open about their LGBT identity as they choose to be**
- **Be treated with dignity and respect by coaches, teammates, other athletes, athletic department support staff, and spectators**
- **Speak out about LGBT issues**
- **Participate in school or community-based LGBT groups or activities**
- **Attend a school with specific policies and procedures prohibiting harassment and discrimination based on sexual orientation or gender expression.**
- **Attend a school where coaches and other educators understand and are sensitive to the challenges faced by LGBT young people**
- **Have their athletic and academic performance evaluated without regard to their sexual orientation or gender expression**
- **Be considered for all athletic and academic honors and awards without regard to their sexual orientation or gender expression**
- **Have their academic, social, and emotional needs met by school programs in the same ways that the needs of other students are addressed**
- **Participate in all athletic department or team social functions with the partner of their choice when other athletes are invited to bring partners**
- **Information about safe sex that specifically addresses the needs of LGBT people**
- **Have their families receive support and education about LGBT issues**

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STUDENTS:

What to Do if You See a Student Being Harassed

1. ***If it is likely to turn physical/violent, call an adult immediately.***

2. ***If it is verbal, stop the harassment.***
   - **Interrupt the comment.**
   - **Make sure all the students in the area hear your comments.**

3. ***Identify the harassment.***
   - **Label the form of harassment: "That was a put-down based on race" *(religion, ethnicity, abilities, gender, sexual orientation, economic status, size, age, etc.).***
   - **Do not imply that the victim is a member of that group. Don't even mention the victim.**

4. ***Broaden the response.***
   - **Speak on behalf of the whole school: "We do not harass people here." "Our school treats everyone with respect." "We don't appreciate put-downs."**
   - **Re-identify the offensive behavior: "This name calling can also be hurtful to others who overhear it."**

5. ***Physically lead the victim away from the situation without further talk.***
   - **Put your arm around his/her shoulder, perhaps.**
   - **Say, "Come on, let's go," and walk away to a safe place.**
   - **Avoid any debate or arguing back.**

Do not risk getting involved in a fight or challenging harassers so that they escalate their behavior!

It is important that all students, whether onlookers, potential victims, or potential harassers, get the message that students care about the safety of others in this school.

A major goal is to take the "spotlight" off the victim and turn the focus to the behavior.

Students should realize what was said, regardless of what was meant (e.g., kidding).

"We don't do put-downs at this school" specifically includes those listening, as well as the school community in general.

Even if they were "only kidding," harassers must realize the possible results of their actions.

Whether you know the victim or not, remove him/her and yourself from the situation, showing that you will stick up for anyone who is being treated badly, and preventing any more confrontation.

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STAFF:

How To Handle Harassment in the Hallways in 3 Minutes!

1. ***Stop the harassment.***
   - **Interrupt the comment / Halt the physical harassment.**
   - **Do not pull students aside for confidentiality unless absolutely necessary.**
   - **Make sure all the students in the area hear your comments.**

2. ***Identify the harassment.***
   - **Label the form of harassment: "That was a harassing comment/put-down based upon race" *(religion, ethnicity, abilities, gender, age, sexual orientation, economic status, size, etc.).***
   - **Do not imply that the victim is a member of that identifiable group.**

3. ***Broaden the response.***
   - **Do not personalize your response at this stage: "We at this school do not harass people." "Our community does not appreciate hateful/thoughtless behavior."**
   - **Re-identify the offensive behavior: "This name-calling can also be hurtful to others who overhear it."**

4. ***Ask for change in future behavior.***
   - **Personalize the response: "Chris, please pause and think before you act."**
   - **Check in with the victim at this time: "If this continues, please tell me, and I will take further action. We want everyone to be safe at this school."**

It is important that all students, whether onlookers, potential victims, or potential harassers, get the message that students are safe and protected in this school.

A major goal is to take the "spotlight" off the victim and the harasser and turn the focus to the behavior. Students should realize what was said, regardless of what was meant (e.g., kidding).

"We don't do put-downs at this school" specifically includes those listening, as well as the school community in general.

Even if they were "only kidding," harassers must realize the possible ramifications of their actions.

Now turn the "spotlight" on the harasser specifically, asking for accountability.

Again, be sure not to treat the victim like a helpless victim or a member of any target group. Rather, plainly give him/her this responsibility on behalf of others.

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ASSESSING THE ATHLETIC CLIMATE FOR LESBIAN, GAY, BISEXUAL, AND TRANSGENDER ATHLETES AND COACHES

HOSTILE<----------->CONDITIONALLY TOLERANT<----------->OPEN & INCLUSIVE

HOSTILE

- School and department non-discrimination policies do not include sexual orientation or gender identity.
- No one talks about homosexuality or gender identity or people only talk about them in negative ways.
- People believe that addressing the needs of LGBT athletes is not part of the department mission.
- People believe that LGBT issues only have to do with sex.
- No one in the athletic department has publicly affirmed that they are LGBT.
- Anti-gay jokes, slurs, or comments are unchallenged among athletes, coaches, or other staff.
- LGBT issues are not included in department diversity programming.
- Anti-gay graffiti is on walls, windows in locker room, bathrooms.
- People who believe it is important to address LGBT issues in the athletic department are afraid to say so.
- People who say it is important to address the needs of LGBT athletes are assumed to be or teased about being LGBT themselves.
- Administrators avoid addressing LGBT issues because it is too controversial or because they believe it has nothing to do with athletics.
- Coaches with same-sex partners do not have domestic partner benefits available that are equivalent to the benefits available to heterosexual married coaches.
- LGBT coaches or those thought to be are discriminated against (fired, not hired, harassed).
- LGBT people would never bring a same-sex date or partner to team or department social events.

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HOSTILE (cont.)

- LGBT athletes or those thought to be are isolated or harassed by teammates or coaches.
- A coach's perceived sexual orientation is a factor in hiring: heterosexual coaches are preferred.
- A coach or athlete's feminine or masculine appearance and mannerisms are factors in recruiting or hiring.
- Department personnel assure parents of athletes that no LGBT athletes or coaches are present in the department.
- Coaches have formal or informal policies barring LGBT people from their teams.
- It is commonly believed that all the male coaches and athletes are heterosexual and that many women coaches and athletes are lesbian.

CONDITIONALLY TOLERANT

- School policies on non-discrimination and harassment include sexual orientation and gender identity, but few people are aware of it and there is no direct connection between the policies and programming.
- LGBT coaches and athletes are tolerated as long as they keep their identities and partners secret and hidden.
- Administrators allow individual coaches or teams to address LGBT issues but prefer that it be done privately.
- Though domestic partnership benefits are available, LGBT coaches are afraid to take advantage of them because it would require identifying themselves.
- People believe that LGBT issues are only relevant to LGBT people.
- The needs of LGBT athletes are treated as individual counseling issues.
- If alumni, parents or athletes complain about athletic department educational programs addressing LGBT issues, the program is immediately in jeopardy.
- LGBT coaches or athletes who become to visible in the community or on-campus are warned that their visibility is a problem.

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OPEN AND INCLUSIVE

- LGBT coaches, staff, and athletes are publicly out if they choose to be.
- School non-discrimination policies include sexual orientation and gender identity and are known and used by staff and athletes.
- Athletes and staff are welcomed to bring same-sex partners to department or team social events.
- Expectations for appearance and dress are gender-neutral.
- LGBT athletes have access to school-based support and social programs designed to meet their needs.
- All athletic department staff members participate in staff development programs designed to help them address homophobia among athletes and to respond to the needs of LGBT athletes.
- The athletic director publicly supports programming to address homophobia in athletics and the needs of LGBT athletes.
- Making athletics safe for LGBT and heterosexual athletes is regarded by coaches and staff as a part of their professional responsibilities.
- Athletes who engage in anti-gay actions are disciplined and educated.
- Parental complaints or concerns about LGBT coaches or athletes are received cordially, but administrators and coaches value diversity in the athletic program.
- A coach or athlete's sexual orientation is not a factor in determining their eligibility for teams, coaching positions, academic or athletic awards, or other honors.

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RESOURCES

Books

Non-Fiction

Bandy, S. (Ed.). 1999. *Crossing Boundaries: An International Anthology of Women" Experiences in Sport.* Champaign, IL: Human Kinetics.

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Messner, M. 1992. *Power at Play: Sports and the Problem of Masculinity.* Boston: Beacon.

Perrotti, J. & Westheimer, K. (2001). *When the Drama Club is Not Enough: Lessons from the Safe Schools Program for Gay and Lesbian Students*. Boston: Beacon Press.

Pronger, B. (1990). *The Arena of Masculinity: Sports, Homosexuality, and the Meaning of Sex.* Toronto: University of Toronto Press.

Rogers, S.F. (Ed.). (1999). *Women on the Verge: Lesbian Tales of Power and Play*. St. Martin's: NY.

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Young, P. (1994). *Lesbians and Gays and Sports: Issues in Lesbian and Gay Life*. NY: Chelsea House.

Woog, D. (1998). *Jocks: True Stories of America's Gay Athletes*. Los Angeles, CA: Alyson.

Fiction or First-Person Accounts

Alguire, J. (1988). *All Out*. Norwich, VT: New Victoria

Alguire, J. (1995). *Iced*. Norwich, VT: New Victoria

Anderson, E. (2000). *Trailblazing: The True Story of America's First Openly Gay Track Coach.* Los Angeles: Alyson.

Anshaw, C. (1992). *Aquamarine*. Boston: Mariner.

Bledsoe, L. (1995). *Sweat*. Seattle: Seal

Bright, J. (1988). *Sunday's Child*. Tallahassee, FL: Naiad.

Brown, R. M. (1983). *Sudden Death*. NY: Bantam.

Cohen, C. (1994). *Smokey O*. Tallahassee, FL: Naiad.

Crutcher, Chris (1991). *Athletic Shorts: 6 Short Stories*. New York, Bantam Doubleday Dell Publishing Group, Inc.

Due, L. (1980). *High and Outside*. San Francisco:First Spinsters/Aunt Lute.

Galindo, R. (1997). *Icebreaker: An Autobiography of Rudy Galindo*. New York, Pocketbooks.

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Revoyr, N. (1997). *The Necessary Hunger.* NY: Simon & Schuster.

Rogers, S. F. (Ed.). (1994). *Sportsdykes: Stories from on and off the Field.* NY: St. Martin's

Roxxie (Ed.). (1998). *Girljock: The Book.* NY: St. Martin's

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Waddell, T. & Schaap. (1996). *Gay Olympian: The Life and Death of Dr. Tom Waddell.* New York, Knopf.

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Warren, P.N. (1994). *Harlan's Race.* Beverly Hills, CA:Wildcat Press.

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Yamaguchi, L. & Barber, K. (Eds.). 1995. *Tomboys! Tales of Dyke Derring-do.* Los Angeles: Alyson.

Zipter, Y. (1988). *Diamonds are a Dyke's Best Friend: Reflections, Reminiscences, and Reports from the Field on the Lesbian National Pastime.* NY: Firebrand.

Zwerman, Z. (1995). *Martina Navratilova.* New York, Chelsea House.

Videos

All God's Children. 25-minute documentary about gay and lesbian African-American people and the church. Order from Woman Vision, 3145 Geary Blvd., Suite 421, San Francisco, CA 94118, womanvsn@aol.com

Out For A Change: Addressing Homophobia in Women's Sport (includes discussion guide) Produced by Womanvision (Dee Mosbacher) University of California Extension Center for Media. (510) 642-0460 1995. 28 minutes. $150.

Outside the Lines. The World of the Gay Athlete. 2000. (a video (running time-16:42 min) of excerpts from an ESPN special of the same title and discussion guide. Order from Gay, Lesbian, and Straight Education Network, 212-727-0135, www.glsen.org

Playing UnFair: The Media Image of the Female Athlete. 2002. Playing Unfair is the first video to critically examine the post-Title IX media landscape in terms of the representation of female athletes. This video describes how media coverage of women's sport focuses on female athletes' femininity and sexuality. While female athleticism challenges gender norms, women athletes continue to be depicted in traditional roles that reaffirm their femininity—as wives and mothers or sex objects. The video looks at the persistence of heterosexism and homophobia in perpetuating gender stereotypes. Order from the Media Education Foundation: www.mediaed.org 800-897-0089.

Tough Guise. 2000. A discussion and analysis of media representations of violent masculinity addressing the role of sport in men's thinking about masculinity with a discussion guide available. Order from Media Education Foundation: www.mediaed.org 800-897-0089.

Web-Based Resources and Organizations

Following is a partial listing of Web-based resources and organizations that may be helpful in obtaining additional information and services related to LGBT issues. Additional resources are listed as they become available on the www.HomophobiaInSports.com Web site.

American Civil Liberties Union (ACLU)
Provides legal assistance and student and teacher resources.
www.aclu.org/issues/gay/safe_schools.html

An Uncommon Legacy Foundation
Awards scholarships to lesbian students and grants to projects or organizations.
www.uncommonlegacy.org

Astraea Lesbian Action Foundation
Advances the economic, political, educational, and cultural well-being of lesbians.
www.astraea.org

Gay & Lesbian Athletics Foundation
Promotes recognition, understanding, and respect among all members of the athletics community, regardless of sexual orientation, through support and education for a fair and inclusive environment. www.gayconference.org

Center for the Study of Sport in Society,
A Northeastern University program that offers educational programs to eliminate violence, sexism, racism, and homophobia in sport. www.sportinsociety.org

Federation of Gay Games
Organizers of a quadrennial international multi-sports competition and cultural festival for gay athletes. www.gaygames.com

Gay & Lesbian Alliance Against Defamation (GLAAD)
Offers training and technical assistance on dealing with the media. www.glaad.org

Gay and Lesbian Sports
www.Gaysports.cjb.net

Gay, Lesbian, and Straight Education Network.
Provides educational and advocacy that contribute to ending antigay bias in schools. www.glsen.org

Massachusetts Safe Schools Program for Gay and Lesbian Students
A statewide program of the Massachusetts Department of Education offering training and technical assistance to public schools.
http://www.state.ma.us/gcgly/TheSafeSchoolsProgramforGLStudents.html

Lambda Legal Defense and Education Fund.
Provides legal advice and support for people experiencing sexual-orientation-based harassment and other discrimination. www.lambdalegal.org

Ms. Foundation for Women
Provides various programs, grants and resources for girls and women. www.ms.foundation.org

National Center for Lesbian Rights
Homophobia in Sport Project provides advice, education, and legal support to coaches, athletes, and sports personnel who feel they are living a negative sport experience due to discrimination and/or harassment on the basis of sexual orientation. www.nclrights.org

National Collegiate Athletic Association
Provides various educational and outreach programs for student-athletes and institutional staff. www.ncaa.org

!OutProud!
Web site of the National Coalition for Gay, Lesbian, Bisexual, and Transgender Youth that provides advocacy, resources, and support to GLBT youth and agencies that work with them. www.outproud.org

Outsports
A Web site for gay male sports fans and athletes. www.outsports.com

Parents, Families, and Friends of Lesbians and Gays (PFLAG).
Provides support, education, and advocacy for parents, siblings, and friends; and for LGBT youth and adults. www.pflag.org

Project to Eliminate Homophobia in Sport
The official website of the Project to Eliminate Homophobia in Sports that provides the education kit and other resources in downloadable formats.
www.HomophobiaInSport.com

Sexual Minorities in Athletics (SMIA)
Promotes student welfare by advancing the enfranchisement of gay, lesbian, bisexual, transsexual, and allied (GLBTA) athletes. www.smiaonline.org

The Blackstripe.
Provides information for and about same-gender-loving, LGBT people of African descent. www.blackstripe.com/blacklist/

The Deaf Queer Resource Center (DQRC).
Provides information and resources about the deaf LGBT community. www.deafqueer.org

The Safe Schools Coalition
A public/private partnership in support of lesbian, gay, bisexual, and transgender youth with an outstanding collection of resources accessible via the Web site. http://www.safeschoolscoalition.org/

Tucker Center for Study of Girls and Women in Sport
A University of Minnesota research center that produces videos and educational resources. . http://education.umn.edu/tuckercenter/default.html

Youth Resource
Web site links with information for African American, Asian and Pacific Islander, Latino and Latina, and Native American GLBT youth. www.youthresource.com/feat/poc

Women's Sport Foundation. Grant programs and resources on topics and issues in women's sports including homophobia. www.womenssportsfoundation.org

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Hotlines

NOTE: Phone numbers, Web sites and hotlines change frequently. Please advise Wosportmas@aol.com of non-working numbers or sites. Additional numbers will be posted on www.HomophobiaInSports.com, See also www.safeschoolscoalition.org for a comprehensive listing of hotlines.

National Center for Victims of Crimes
A 24-hour hotline answered by trained volunteers who provide information and referrals for persons who have experienced violence, harassment, vandalism, or other crimes. Web site: www.ncvc.org ... Phone: 1-800-FYI-CALL (394-2255)

The Trevor Helpline
A national suicide hotline for GLBT and questioning youth: a 24-hour confidential hotline, staffed by trained counselors familiar with gay and questioning youth. Web site: www.thetrevorproject.org/ ... Phone: 1-800-850-8078

Gay & Lesbian National Hotline
A peer-counseling and information hotline, staffed. Web site: www.glnh.org ... Phone: 1-888-843-4564

Gay, Lesbian, Bisexual and Transgender Helpline
Information and crisis intervention line, staffed Web site: www.fenwayhealth.org/services/helpline.htm ... Phone: 1-888-340-4528

Foster Care Helpline
For young people in foster care who have questions about LGBT-related discrimination or abuse, a service of Lambda Legal Defense and Education Fund. The line is staffed and callers may leave messages 24-hours ... Phone: 1-866-LGBTeen (542-8336), ext. 350

Youth Legal Information and Homophobia in Sports Hot Lines
Confidential and free legal information regarding: safety in schools; psychiatric abuse or forced commitment to a mental hospital or treatment center; homelessness; discrimination in the foster care system or juvenile justice system; medical and legal issues for transsexual youth and homophobia in sport. A service of the National Center for Lesbian Rights, Web site: www.nclrights.org ... Phone: 1-800-528-6257

The Peer Listening Line
A youth support and information line staffed by trained GLBT volunteers age 25 and under, staffed (Web site: www.fenwayhealth.org/services/helpline.htm ... Phone: 1-800-399-PEER

Trainers and Consultants

The Project to Eliminate Homophobia, by policy, does not list or recommend trainers and consultants as service providers. However, the use of knowledgeable and experienced trainers and consultants is highly recommended to assist schools and colleges with program design and delivery. The members of the Project to Eliminate Homophobia in Sports Writing Group and the Project Director are frequently called upon to suggest speakers, trainers and consultants accessible to various geographical areas and that can best suit your specific needs.

Pat Griffin, (413) 545-0211 at griffin@educ.umass.edu
Mike Muska, (718) 836-9800 at mmuska@polyprep.org
Jeff Perrotti, (617) 547-8046 at jmperrotti@aol.com
Laurie Priest, (413) 538-2310 at lpriest@mtholyoke.edu

Lisa D. Thompson, (413) 253-1700 at LisaDT@aol.com
Web site: www.sharevision.net

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